McKENDREE UNIVERSITY

Faculty Guide

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Updated by Office of Academic Affairs
November, 2018

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Preface

Welcome to the McKendree University faculty. As with any successful university, the secret to success is its faculty. We believe – and our students and alumni agree – that one of McKendree University's greatest strengths lies in the talent of its faculty and in the willingness of faculty members to spend time and energy working with students, both in and outside the classroom.

The purpose of this guide is to help make your professional teaching experience at McKendree University as successful and rewarding as possible. In these pages you will find a brief presentation of information about McKendree's academic and general policies, important deadlines, and sources of support from colleagues, administrators, the library, etc. We hope you will read the guide carefully and that you will take advantage of the many other sources of help mentioned here (e.g., Faculty Manual, Employee Handbook, Undergraduate and Graduate Catalogs, etc.).

There are many offices and services that may also be useful to you (See Appendix A).

McKendree University is a vibrant and busy place. To help you schedule your year, we have included an academic timeline (See Appendix B).

Please note: Policies and information stated in this guide are subject to change as the institution deems appropriate. If you find information that needs to be changed, clarified, or added, please contact the Provost's office. Issues related to faculty governance and contract, renewal, promotion, and tenure are found in the Faculty Manual.

Mission Statement

The mission of McKendree is to provide a high quality educational experience to outstanding students. We guide our students in the pursuit of academic excellence which will prepare them for leadership roles in our society. To achieve this end we encourage broader vision, enriched purpose, engagement with community, and commitment to responsible citizenship, openness to new ideas and dedication to lifelong learning. In keeping with our history and traditions, we provide our students with rigorous, broadly based liberal arts curricula joined with specialization in a specific discipline.

We cherish our historical relationship with the United Methodist Church and its tradition of Judeo-Christian ideals. Therefore, we encourage an atmosphere of open dialogue, free inquiry, and mutual respect, conducted among students from diverse backgrounds.

Purposes

1. To offer undergraduate, graduate, and professional programs to develop our students' knowledge, analytical abilities, research capabilities, creativity, and sense of identity.

2. To help our students develop an appreciation and understanding of human diversity by providing knowledge of and opportunity for experience with multiple ethnicities, cultures, and societies.

3. To create an intellectual and technological environment supportive of innovative and effective teaching, research, assessment and communication, excellent writing and oral skills, and decision making.

4. To attract and maintain an excellent faculty and staff committed to teaching, to research, and to service to McKendree and the greater community while also attracting and retaining an outstanding student body.

5. To create a culture of campus life that includes experiences beyond the classroom that allow for the development of the whole person.

Approved by McKendree College Board of Trustees
November 11, 2006

A Brief History of McKendree University

McKendree University is a leader among today's educational institutions. Founded in 1828, the historically significant campus exemplifies a classic and caring tradition that is combined with a contemporary curriculum.

McKendree is known for its personal attention to students and *U.S. News & World Report* spotlighted this factor naming McKendree one of "America's Best Colleges." The *Chronicle of Higher Education* has named McKendree University a "Great College to Work for" and we are nationally recognized as a "College of Distinction."

Established in 1828 by pioneer Methodists, McKendree is the oldest College in Illinois, and the oldest in the nation with continuous ties to the United Methodist Church.

First called "Lebanon Seminary," the school opened in two rented sheds for 72 students. In 1830, Bishop William McKendree, the first American-born bishop of the Methodist church, permitted the Board of Trustees to change the institution's name to McKendree College. Later Bishop McKendree deeded 480 acres of rich land in Shiloh Valley, Illinois, to help support the institution.

Reverend Peter Akers, in 1833, was the first president of the newly named College. He was three times president of McKendree College and received its first degree, an honorary Doctorate of Divinity. In 1835, the College received one of the first charters granted to independent church Colleges by the Illinois legislature. The institution still operates under the provisions of a second, more liberal charter obtained in 1839. In July 2007 McKendree College obtained university status and became McKendree University.

McKendree students can earn bachelor degrees in over 40 major areas of study, including education, business, computer science, the natural and social sciences, music, history and political science. McKendree also has campuses in Louisville and Radcliff, KY, classes at Scott Air Force Base, and a nursing program at several locations in Southern Illinois. In addition, graduate degree programs in education, business administration, nursing, and professional counseling are available.

McKendree's students have included many who became pioneers in industry and business, who became senators and governors and career public servants, who became distinguished military leaders, and who filled pulpits and teaching appointments across the land.

General Policies & Information

Academic Ceremonies

- **Opening Convocation**

  In August the campus officially welcomes all new incoming students. The opening convocation features a speaker and a signing of the matricula. This event is the book end to the graduation commencement.

- **Honors Convocation**

  In April the campus honors outstanding accomplishments by our students. The Honors Convocation celebrates students from each major, the Honors Program, Who's Who recipients, as well as faculty awards. The Honors Convocation is held during the day-long Academic Excellence Celebration.

- **Senior Farewell Service**

  In May the campus honors the graduating seniors in a special service. This celebration is a chance to reflect on McKendree memories.

- **Commencement**

  In May the campus hold the graduation commencement. Separate commencements are held for the graduating undergraduate and graduate students.

Ad-Hoc Committees or Special Projects Committees

Some committees are assembled by the President or Provost for specific activities and are not in the Faculty Manual. These committees are either appointed or comprised of volunteers. These committees may meet for a short amount of time or longer to complete their projects. Some examples of ad-hoc committees include:
- Brown Bag Committee
- Academic Excellence Celebration Committee
- Innovation and Entrepreneurship
- Intellectual Climate
- Social Justice
- Faculty Colloquium Committee
- General Education Review Committee

Intellectual Climate Committee

Mission Statement

The Intellectual Climate Committee fosters a passion for intellectual challenge and celebrates the open exchange of ideas and beliefs at McKendree University. By identifying, promoting, and developing opportunities for intellectual engagement within the campus community and beyond, the committee sustains the institution's historical connection to the liberal arts as the foundation of ethical citizenship. Because the Intellectual Climate Committee encourages a spirit of inquiry and innovation, it also supports McKendree's larger mission of preparing students for the unique challenges of the modern world. Finally, the Intellectual Climate Committee affirms the transformative potential of an educational environment that values intellectual curiosity, diverse perspectives, imagination, and a commitment to lifelong learning.

Brown Bag Committee

Mission Statement

The Brown Bag enriches McKendree's intellectual climate by fostering the open dialogue and commitment to responsible citizenship that the university defines in its Mission Statement. It encourages critical thinking by providing diverse perspectives on complex issues that face McKendree's community and the culture at large. Because it celebrates both the spirit of inquiry and a passion for knowledge, the Brown Bag promotes the development of lifelong learning.

Objectives

Foster greater intellectual and practical exchange among campus divisions, college, and schools, making effort to program presentations based in academic study/research in a variety of disciplines

Promote intellectual curiosity and openness, by presenting topics that challenge audiences with new or alternative content and perspectives

Encourage presentations that foster timely dialogue and response to topics and news of controversy or immediate social concern

Broaden McKendree's intellectual climate and strengthen its ties to the wider region by soliciting speakers from outside the immediate local community (e.g., from St. Louis and East St. Louis)

When possible and as accommodated by the space, promote a variety of presentation styles in various disciplines and media (e.g., brief theater, speech, or

musical performance, poetry or fiction readings, short films)

Promote multicultural perspectives on campus, both through selection of speakers and topics

Through selective curation, encourage development of intellectually stimulating and performance-based Brown Bags, lessening reliance on presentations that are strictly informational or repeated annually

Faculty Colloquium Committee

This committee has been established as a forum for faculty to present their research to colleagues, staff, students, and the general public.

Meeting Frequency and Time: There will be at least one colloquium per semester, with each colloquium being held during the first half of the semester. Unless otherwise announced, they will be held in the Library.

Presenters: The presenters at each meeting will be determined by the colloquium committee, who solicits proposals from the campus. Priority will be given to faculty members who have been awarded sabbaticals and who are encouraged to share their research with the campus community. All faculty members, tenured and non-tenured, full-time and part-time can apply for these presentations.

Selection: A colloquium committee consisting of three members appointed by the Provost will solicit proposals and coordinate the time, place, and number of presentations.

Sample Proposal Form:

What is the title of your presentation?

Has this work been published/presented, or is it in process?

Please state your main argument or the nature of your creative presentation.

How does this work connect with other research you have done?

Did you receive some form of special financial support from McKendree to carry out your research?

Please summarize your presentation in a brief paragraph.

General Education Review Committee

Guiding Principles for the Committee

The four general education student learning outcomes (SLO's)–effective communication, inquiry and problem solving, diverse perspectives, personal and social responsibility–will remain. The categories, e.g., speech, mathematics, history, ethics, and courses under each learning outcome will be reviewed.

The committee will review the general education statement on p. 63 of the 2015/2016 Undergraduate Catalog as it aligns with the SLO's.

The committee will define criteria for including specific courses within each SLO.

The committee will review, according to the criteria determined in 3 above, each existing and any new course for inclusion within each SLO.

Any proposal the committee passes will be sent to the Undergraduate Council for consideration.

Membership

The committee will consist of ten representatives, one each from Business, Computing, Education, Health Professions, Holman Library, Humanities, Nursing, Social Sciences, Science and Mathematics, and Visual and Performing Arts. Membership on the committee will be staggered as given in the table below. At the end of three years, the school or division assigned a three-year term will change to a two-year membership cycle.

School/Division	Term
Business	2 year
Education	3 year
Nursing	2 year
Health Professions	3 year
Computing	2 year
Humanities	3 year
Holman Library	2 year
Science and Mathematics	3 year
Social Sciences	2 year
Visual and Performing Arts	3 year

Convener

The Associate Dean for Curriculum will serve as a non-voting convener of the committee. The convener will ask for a secretary to serve a one-year term.

Membership Selection

Each school or division will select its representative. All full-time faculty are eligible. Individuals may not serve simultaneously on the Undergraduate Council and Ad Hoc General Education Review Committee, except for the convener.

Committee Procedures and Voting

The committee will meet monthly and report to the Undergraduate Council at its next meeting via the convener. The Undergraduate Council will report to the faculty about the Ad Hoc General Education Review Committee's progress.

Before any proposal is submitted to the Undergraduate Council, it must receive a supermajority of at least 7/10 votes by the committee.

<u>**Awards & Honors**</u>

- Each year faculty awards are given to part-time faculty at the Honors Convocation in April. Divisions and Schools can nominate an undergraduate part-time instructor to the Undergraduate Council and a graduate part-time instructor to the Graduate Council in February. The councils evaluate the nominations based on academic excellence in the classroom, responsible citizenship, engagement, and lifelong learning, and make a recommendation to the Provost and President.

- The Emerson Excellence in Teaching Award is awarded in November. A committee of past Emerson winners meets with the Associate Dean to make a recommendation to the Provost and President.

- The United Methodist Exemplary Teaching Award is awarded at the Honors Convocation in April. A committee of past winners meets with the Associate Dean to make a recommendation to the Provost and President.

- The William Norman Grandy Teaching Award is presented at the Undergraduate Commencement in May. The alumni office makes a recommendation to the President based on nominations from the faculty and graduating seniors.

- Technos International Week is an opportunity for one faculty member and two students to learn in Japan. The faculty send nominations for the faculty member to a committee of past Technos faculty who submit their recommendation to the Provost and the President. Faculty can also

nominate students, and students must write an essay and complete an interview. The committee submits its student recommendations to the Provost and the President. The President makes the final decision on the faculty and student representatives.

- The Humanitarian Award is presented at the Martin Luther King Tribute Ceremony in January. A campus-wide committee solicits nominations and the award is bestowed upon a student, faculty, staff, or friend of McKendree University.

- Please see Appendix C for more information on faculty awards.

Check Out Procedures for Laptops, Projectors and Voting Cards

Faculty wishing to check out laptops, projectors, wireless presenters and/or voting cards (clickers) should contact Information Technology. Several days notice is required to reserve any of these items. All faculty must sign a release form indicating the items that they have received and the expected date of return.

A limited number of Kindles is also available for check out from the Holman Library Circulation Desk. Faculty must show a faculty ID and indicate the length of time the device will be needed.

Copying and Photocopies

Faculty can make copies for class distribution (syllabi, exams, handouts, etc.) at the copy center located in the mail room on the first floor of Eisenmayer on the Lebanon campus. There is a copy request form that needs to be completed and the division/school chair or program director can provide the appropriate account number. For limited numbers of copies, there are also photocopiers located in the library and the faculty secretaries' office areas in Carnegie and Piper.

Classroom Disturbances

If a student becomes disruptive in class and you feel it necessary for the student to be removed, please contact Public Safety on their cell phone at 618-792-3500. If the situation is not serious enough for the student to be removed, but you wish to report the student's behavior, please contact the VP for Student Affairs and Dean of Students at 537-6857 or complete the Incident/Referral Reporting Form via WebAdvisor.

Computing Use

McKendree University offers computing and networking resources to students, faculty, and staff for many different purposes. These resources, networked for the

benefit of the entire campus community, are continually updated and maintained to ensure that the University is able to fulfill its mission for teaching, research, and service to the students and the community at large. Computing resources at McKendree are limited, and the manner in which individual users access those resources can impact the work of other McKendree users and users throughout the world because our campus network is linked via the internet to other networks worldwide. Every campus user must acknowledge his or her responsibilities and obligations regarding proper computer use and behavior.

Because of the rapid evolution of computing and information networks, the University reserves the right to modify the text of these policies, by approval of the Technology Advisory Committee, the Faculty Senate, and the general faculty. While users will be kept apprised of any changes, it is the user's responsibility to remain aware of current regulations.

Common sense is a good guide to what constitutes appropriate behavior and use of computers and networks. You should respect the privacy of others and use computing resources in a manner that is consistent with the instructional and research objectives of McKendree University. Please see the Employee Handbook for more information.

Dining and Kitchen Facilities

Employees may secure meals at Ames Dining Hall for a nominal charge or may use the 1828 café located in Pearsons Hall. 1828 serves sandwiches, salads, baked goods, gourmet coffee, beverages and specialty drinks. The café is open Monday-Friday 7:30 am – 10:00 p.m. during the regular academic semesters. 1828 is a great place to grab a quick snack, coffee, or meal between classes, watch TV on the flat-screen televisions, or socialize in the café atmosphere. Soft drink machines are located throughout campus. Snack and soda machines are located in the lower level of Piper.

Employees may also wish to dine at the Hills Golf Course (hours vary by season).

Microwave ovens are available in Clark Hall lounge, Carnegie Hall lounge, and the kitchens in upper and lower Piper Academic Center. Refrigerators are also available in the Piper kitchens and on the first floor of Clark Hall.

Emergency Response Plan

To review an on-line copy of the McKendree University Emergency Response Plan, go to the M: Drive, open the McKCommon folder, open the Operations folder, open the Emergency Response Plan Folder, and then click on the Emergency Response Plan document.

In an ongoing effort to better disseminate campus alerts, McKendree has

implemented an emergency alert system. The alert system will send information regarding emergency conditions, including weather cancellations and delays to cell phones. To receive these emergency messages, you must be registered--go to the McKendree website and sign up for the Emergency Alert System Sign-up.

Facilities and Classroom Reservations

Some McKendree facilities may be reserved for meetings, dinners, etc. Classrooms may also be reserved for educational activities. Please note that there is a facility charge for organizations outside of the institution to utilize these spaces. For more information about facilities reservation, please contact the Director of Operations.

Event registration forms may be obtained via e-forms.

To reserve a classroom for student activities (such as a student club) or a special class, go to My McK on the webpage, and navigate to room scheduling.

Faculty Colloquium

Purpose: A faculty colloquium has been established on McKendree's Lebanon campus for faculty to present their research to colleagues, staff, students, and the general public.

Meeting Frequency and Time: There will be at least one colloquium per semester, with each colloquium being held during the first half of the semester. Unless otherwise announced, they will be held in the Library.

Presenters: The presenters at each meeting will be determined by the colloquium committee, who solicits proposals from the campus. Priority will be given to faculty members who have been awarded sabbaticals and who are encouraged to share their research with the campus community. All faculty members, tenured and non-tenured, full-time and part-time can apply for these presentations.

Selection: A colloquium committee consisting of three members appointed by the provost will solicit proposals and coordinate the time, place, and number of presentations.

Sample Proposal Form:

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- Has this work been published/presented, or is it in process?
- Please state your main argument or the nature of your creative presentation.
- How does this work connect with other research you have done?
- Did you receive some form of special financial support from McKendree to carry out your research?
- Please summarize your presentation in a brief paragraph.

Grants

McKendree faculty members are encouraged to apply for external grants. Faculty members interested in applying for grants should contact the Provost. Prior to applying for a grant, faculty members should notify their division/school chair and the Provost of their plans. A copy of the submitted proposal should be emailed to the Provost. Internal grants may also be available for research and travel.

Health and Counseling Services

The University nurse, when on duty, will provide first aid support for all McKendree students and employees. The nurse in on duty from 8:00 a.m. to 5:00 p.m., Monday through Friday, except during the summer months. During normal duty hours the nurse can be contacted at 537-6503; after hours for emergencies contact the Public Safety Office at 618-792-3500 or call 911 for outside assistance.

The University also retains psychologists. Confidential counseling may be obtained for a wide range of concerns such as difficulties in relating to others, lack of motivation, stress, depression, lack of self-confidence, and personal conflicts. Appointments with the counselors may be made through the Director of Health Services. Faculty and staff can refer students using the Incident/Referral Reporting Form via WebAdvisor.

Identification Cards

All employees other than temporary employees must secure an identification card at no charge with Information Technology. The identification card should be carried when on campus. The identification card must be turned in to the Public Safety Office when employment is terminated.

On-The-Job Injuries

Any job-related injury or illness, no matter how small, is to be reported immediately to the Supervisor. In turn, the Supervisor will immediately notify the Director of Human Resources. Formal reports must reach the Director of Human Resources **within two days** of occurrence to ensure compliance with the reporting requirements of OSHA and insurance authorities.

IRB

For faculty members conducting research with human participants, the policies and procedures of McKendree University's Institutional Review Board are available online. The IRB review forms are also available online and are submitted via the web.

Keys

All classrooms should be open for your courses. If you are locked out, the faculty secretaries may be able to offer assistance.

Marsha Goddard: CAR 105, ext. 6808
Valerie Morkisz: PAC 209, ext. 6807
Naomia Severs: NUR 1st floor, ext. 6437

Public Safety may also be contacted to gain access to locked buildings and classrooms. Contact Public Safety at 537-6911 or 325-1818 (Beeper).

Lost and Found

All articles found on campus should be turned in to the Public Safety Office except for University office/building keys which should be turned in to the Office of Human Resources. The Public Safety Office will retain the articles for six (6) months, at which time the items will be referred to the Director of Operations for disposal.

Mail Boxes and Folders

Each full-time faculty member has a mail box located in the Faculty Secretary's Office in Room 209 of the Piper Academic Center or Room 105 of Carnegie Hall. Each Lebanon part-time faculty member has a folder for mail located in the Faculty Secretary's Office in Room 209 of the Piper Academic Center on the Lebanon campus. Those teaching at Scott Air Force Base have folders at Scott. Please Note: The Faculty Secretary's office in PAC 209 is open from 8:00 am until 6:00 pm, Monday through Friday.

You are expected to check your mail box on a regular basis. Important documents and memos will be placed there.

Mileage Reimbursement

Reimbursement to the employee who uses his/her own personal car on university business will be at rate set by the administration. If a faculty member is teaching at a location other than his/her home teaching facility, the mileage from the individual faculty member's home to the primary teaching location should be deducted from the actual miles traveled if the travel occurs when the faculty member would have traveled to teach at the Lebanon campus were the class offered there. In situations where the mileage from one's home to the teaching location is less, the lesser amount will be reimbursed. In situations in which the faculty member travels during evening or weekend hours to evaluate student presentations at different community settings, the faculty member will be reimbursed for the entire amount of travel. The travel reimbursement form may be found online on the M; Drive. Open

the Departmental Shares folder, and then the Provost/Associate Deans Share with Employees folder to find this form.

Parking Areas and Permits

Employees are to use parking areas as assigned by the Public Safety Office. Parking permits are available at no cost and are issued at the Public Safety Office. Persons desiring parking permits must present their driver's license, proof of insurance, and the license number of the vehicle they wish to register. Individuals with a short-term disability should contact the Public Safety Office to arrange any special parking requirements. Scott AFB Center faculty will coordinate base access through the McKendree at Scott office. If a Scott class is held on campus, parking arrangements must be coordinated with the McKendree at Scott office (618-744-0635)

Payday

Direct deposit of pay is mandatory. Pay statements/advices for each employee may be obtained online through WebAdvisor.

Professional Development Opportunities

There are many opportunities to learn and dialogue with your colleagues at McKendree University. Brown Bag lunches are held on Wednesdays at noon and a wide range of topics is presented. e-Fridays are held on many Fridays at noon and cover technology-related topics. Each May, August, and January, Teaching for Excellence (T4E) workshops are held. Brown Bags and eFridays meet in PAC 222. There are some online opportunities as well.

Temporary and/or Emergency University Close-Downs

This policy sets forth the compensation practice for certain University close-downs. Such close-downs shall be only as declared by the Board of Trustees and/or President of the University and shall include declared days of mourning and days set aside to honor a specified person or event. The policy is applicable to unique one-time close-downs, which are generally not more than one day.

With the possibility of inclement weather, the campus community will be notified in the morning between 6:00 a.m. and 8:00 a.m. as to how the University will function. One of the following messages will be reported on:

        KTVI-TV   Channel 2
        KMOV-TV   Channel 4
        KSDK-TV   Channel 5
        KMOX-Radio 1120 AM

- University Closed (only essential personnel report)

- Snow Schedule (classes beginning at 8:00 a.m., and 9:00 a.m., are cancelled; 9:30 a.m. classes will begin at 10:00 a.m. Normal class schedule resumes beginning with 10:00 a.m. classes. All offices open at 10:00 a.m.)

- Instructors teaching courses at locations other than the Lebanon campus should check their email and contact the director of their program for additional information. For severe weather schedules at off-campus sites, if the site is open, then classes will be held.

Use of University Properties

The unauthorized loaning of University equipment to staff members and outside personnel is strictly prohibited. The unauthorized loaning/use of University properties is cause for dismissal even for the first offense.

Vehicle Policy

The University maintains a fleet of vehicles to support collegiate activities. Vehicles are not provided for personal use, or rented to off-campus agencies or persons. A minimum of four passengers is required for van usage. The Director of Operations is the program administrator with the Chief of Public Safety providing back-up. (Please see the e-forms for the Vehicle Request Form.)

Please see the Employee Handbook for more details on the vehicle use policy.

Do not elect additional insurance when renting vans or other vehicles. The University is fully covered through our own insurance and any additional insurance would be duplicate coverage, resulting in unnecessary expenses. If the rental agency indicates a requirement for the additional insurance, sign for the insurance and report the requirement to the Director of Human Resources.

Websites

The following websites may be useful for you:

- www.mckendree.edu
  The McKendree University website has many valuable pieces of information including an integrated calendar of upcoming events.

- https://webadvisor.mckendree.edu
  WebAdvisor has useful information including class sections, class rosters, and this is where you will post your final grades. If you have any questions about grades, please contact the Academic Records Office, Old Main, first floor (618-537-6816).

- http://intranet.mckendree.edu/
  The intranet has additional information that is useful if you are doing academic advising. It has many valuable links and allows you to email student groups (e.g., all of your advisees, all students in one class, etc.). The Employee Handbook resides on the intranet.

- http://blackboard.mckendree.edu/
  Blackboard is our electronic course management system (CMS). Every course has an attached Bb course where an instructor can upload syllabi, attach other course documents, set up online discussion boards, administer quizzes, and set up an online grade book. All faculty are encouraged to use Blackboard to support classroom instruction.

- http://assessment.mckendree.edu
  All students and faculty use this page to complete end of the year course evaluations and upload syllabi. This page also allows faculty to view the results of the student evaluations after the course has ended.

Academic Policies

Academic Honesty

As a campus of scholars and learners, McKendree University promotes the highest standards of academic integrity for all members of the community—students, faculty, and staff.

Specifically, students may not plagiarize: they may not appropriate the words (verbal or written), ideas, music, computer code, test answers, research, or any other work of any other person in any work submitted to McKendree University for informal or formal evaluation without full, complete, and proper citation. Plagiarism includes direct quotation, summary, or paraphrasing without full acknowledgement of the source of those words, ideas, and concepts. Plagiarism can occur with intent, and it can take place inadvertently; it is academic dishonesty regardless, and McKendree University does not tolerate such behaviors.

Furthermore, students may not cheat on tests nor submit the same assignment for different classes; students may not submit the work of another student as their own. That is, students may not copy papers, test, exam, or quiz answers; they may not provide a substitute test-taker; they may not change already evaluated work for re-evaluation; they may not use "cheat sheets" or other unauthorized test, exam, or quiz grades.

When those standards are violated by students, the University has in place serious consequences.
Faculty can report incidents using the Incident/Referral Reporting Form via WebAdvisor

Please see the Undergraduate and Graduate Catalogs for consequences for academic dishonesty and additional information.

Cancelling a Class

If missing a Lebanon class is unavoidable, please:
e-mail ClassCancellation@mckendree.edu
It is ideal if you can email as early as possible so this information can be placed on the course cancelled webpage
https://www.mckendree.edu/student-life/links/index.php

Faculty who teach at locations other than Lebanon should notify their program director if they must cancel a class.

If you plan to attend a conference or will miss class for personal reasons, you must complete the Faculty Request to be Absent Form.

Class Attendance

Students voluntarily absenting themselves from class meetings assume responsibility for sanctions imposed by the instructor. Each instructor has the responsibility of making clear to students in writing what the attendance policy will be in each course. Unless otherwise stated, three hours of unapproved absence are the maximum allowable without academic penalty.   University sanctioned events are considered excused. For all Scott classes, roll must be recorded on the sheet provided and turned in with the final grade roster to verify student attendance for financial aid and VA purposes.

Course Minimums/Maximums

The minimum required class size for undergraduate courses is 7 students. Undergraduate courses with fewer than 7 students will be cancelled. However, school/division chairs may request exceptions to course cancellations to be approved by the Provost. Faculty compensation for courses that are approved to run with fewer than 7 students will be prorated using 7 as the minimum number. Example: 4 students enrolled = 4/7 of standard pay to faculty member. The prorated amount will be calculated in the middle of the first full month of the course.

The minimum required class size for graduate and cross-listed undergraduate/graduate courses is 5 students. Courses with fewer than 5 students will be cancelled. However, graduate program directors may request exceptions to course cancellations to be approved by the Provost. Faculty compensation for graduate and cross-listed courses that are approved to run with fewer than 5 students will be prorated using 5 as the minimum number. Example: 3 students enrolled = 3/5 of standard pay to faculty member. The prorated amount will be calculated in the middle of the first full month of the course.

To support effective pedagogy, equity among faculty, and stewardship of institutional resources, school/division chairs and graduate program directors will apply the following course cap guidelines when scheduling classes. These caps may be lowered by the Registrar to accommodate room scheduling. They may be raised by school/division chairs or graduate program directors to accommodate enrollment needs.

Courses	Enrollment Cap per Section
UG 100-200 level	36
UG 300-400 level	25
UG ENG 109	15
UG ENG 111, 112, Poetry, Writing Intensive (W)	20
UG LRC and UNI	20
UG DAN, SPA, SPC, and THE performance-based classes	20

UG Online	20
UG and PB Cross-listed	20
UG Honors	16
UG CSI, BIO, CHE, PHY, ES, and MUS Labs	Size of lab
UG RD Radcliff	Size of classroom or lab
UG SC Scott	Size of classroom or lab
UG External Locations	Size of classroom or lab
PB 500-600 level	20
PB RD Radcliff	20
PB External Locations	20
PM 600-700 level	20
PM External Locations	20

Credit Hour Policy

The goal for all courses at McKendree University is to provide students a high quality educational experience. This can only be accomplished through faculty and student interaction coupled with assignments and learning activities appropriate to the course and level.

In pursuit of this goal, McKendree University conforms to commonly accepted practices in higher education for assigning credit hours to courses. While courses at the Lebanon, Illinois campus typically meet face-to-face for 16 weeks (15 weeks plus a week for final exams), we also offer courses in other time frames (e.g., one-month, six-week and eight-week) and instructional methods (blended and online) both at the Lebanon campus and at our other external locations. Regardless of the location, time frame, or instructional method, learning outcomes and student expectations are the same for all courses that carry the same catalog number.

The Undergraduate Council, Graduate Council, and faculty consider the learning outcomes and course requirements when determining appropriate credit hours for new courses. The Registrar and Provost ensure that course scheduling conforms to the policies outlined in this document. Class hours are understood to be 50-minute hours per recorded hour in keeping with the standard Carnegie definition.

Face-to-Face Courses
In face-to-face courses that meet for 16 weeks, students meet one hour per week for each credit hour and spend at least two hours per week doing related coursework outside of class. For example, for a 3-credit-hour course, there is approximately 45 hours of classroom contact with an expectation of at least 90 hours of additional outside work (e.g., reading, problem sets, assignments, research papers) over the course of the semester. For courses that meet in a shorter time frame, hours spent in class and expectations for completion of related

work outside of class are adjusted accordingly. For example, for a 3-credit-hour course that meets for 8 weeks, students meet six hours per week in class and spend at least 12 hours per week doing related coursework outside of class.

Lab Courses

For most courses with a lab component, lab hours are included with the course (e.g., BIO-101 Introductory Biology is a four-credit-hour course, and meets for three hours of lecture each week plus an additional three-hour lab each week). For courses with an optional lab, the course is three credit hours and the lab is assigned one credit hour (e.g. CHE 150 and 151).

Blended Courses

In blended courses, students meet face-to-face for half or more of the class sessions and complete online assignments for half or fewer of the other sessions. Each online session includes appropriate instructional activities.

Online Courses

In 100% online courses, students spend the same amount of time doing coursework as they would in face-to-face courses. For example, in 3-credit-hour courses, students are expected to spend 135 hours in online tasks and additional outside work for the course (e.g., reading, discussion boards, group projects, problem sets, assignments, research, papers).

Independent Studies/Directed Studies

Students enrolled in independent study or directed study courses spend an equivalent amount of time for these types of courses as those enrolled in face-to-face, blended, or online courses.

Internships

Students enrolled in internships work at least 40 hours (graduate) or 45 hours (undergraduate) per credit hour and complete required assignments for each credit hour earned.

Student Teaching/Clinicals/Practica/Field Experiences

These classes require students to demonstrate academic performance based on their specific subject area outside of the face-to-face classroom. All experiences are supervised by qualified and credentialed individuals within the subject area. Students generally spend a minimum of 45 clock hours outside of the classroom for each hour of academic credit that is earned. Individual program requirements may differ and students are reminded to review the specific requirements of the program when completing these experiences.

Credit hours required for degree attainment:

Associate degree: 68 credit hours
Bachelor degree: 120 credit hours
Master degree: 32-61 credit hours

Specialist degree: 36 credit hours
Doctoral degree: 72 credit hours (36 included in Specialist degree plus 36 additional)

Faculty Qualifications: McKendree University Procedures for Hiring and Assigning Qualified and Competent Faculty

The McKendree University Office of Academic Affairs strives to ensure that all faculty who teach undergraduate and graduate courses are qualified and competent to teach the classes to which they are assigned.

Full-time faculty (tenured, tenure track, and annual renewable) and part-time (associate) faculty teaching at the undergraduate level must hold at least a Master's degree in the discipline they will teach or a Master's degree in a different discipline with at least 18 graduate credit hours in the discipline or subfield they will teach. Persons whose highest degree is a bachelor's degree may not teach at McKendree except in extraordinary circumstances and with approval of the Provost (e.g., a musician with a BA in Music who is a member of the St. Louis Symphony teaching music lessons for a particular instrument).

To teach at the graduate level, full-time and part-time faculty should hold a terminal degree (e.g., Ph.D., Ed.D.). However, the Faculty Manual allows faculty to teach at the graduate level if they hold a Master's degree and have three years of relevant professional experience in the discipline they will teach (as evidenced by work experience, scholarly record, consulting work, special training, etc.).

The school/division chair or graduate program director must secure approval of the Provost for any exceptions to this policy prior to assigning faculty to teach.

Determining Qualifications for Full-time Faculty

McKendree University hires qualified full-time faculty through an extensive search and interview process (see Faculty Manual). Full-time faculty applicants are required to submit a vita, transcripts, and reference letters. In general, full-time faculty must hold a terminal degree or be pursuing a terminal degree at the time of hire.

The relevant school/division chair or graduate program director communicates with the full-time faculty to determine the courses they are qualified to teach within the discipline for which they were hired. If a full-time faculty member does not have a terminal degree (as defined by the McKendree University Faculty Manual) or is needed to teach outside of the area in which the terminal degree was earned (e.g., a psychology Ph.D. teaching in the Ed.D. program), the school/division chair or graduate program director must document the faculty member's subject matter competence on a Qualified Faculty (QF) eform. The Provost reviews and approves

QF eforms for full-time faculty and makes final decisions determining faculty qualifications and competence.

Upon employment, full-time faculty continue to update their academic and scholarly achievements annually via completion of an electronic, faculty activity report and submission of a current vita.

Determining Qualifications for Part-time Faculty

School/division chairs and graduate program directors are responsible for hiring part-time faculty through a search and interview process (see Faculty Guide). Part-time faculty are required to submit a vita/resume, transcripts, and professional references. Prior to hiring, the school/division chair or graduate program director reviews the candidate's credentials to determine qualifications and competence and completes a QF eform. The Associate Dean for Institutional Effectiveness reviews and approves QF eforms for part-time faculty and makes final decisions determining faculty qualifications and competence.

For part-time faculty who are not academically qualified by means of education or degree, qualifications and competence may be determined by professional experience. Each school/division chair or graduate program director is responsible for documenting this professional experience on a QF eform. The Associate Dean for Institutional Effectiveness reviews and approves QF eforms for part-time faculty and makes final decisions determining faculty qualifications and competence.

Record-Keeping

Prior to January 1, 2011, the school/division chair or graduate program director determined part-time faculty qualifications by reviewing information in the personnel file in the Office of Academic Affairs.

From January, 2011, to August, 2013, the school/division chair or graduate program director determined faculty qualifications by reviewing information in the personnel file in the Office of Academic Affairs. The chair or director then submitted a QF Word document to the Associate Dean for Institutional Effectiveness for approval. A hard copy of this document was placed in the personnel file.

From August, 2013, to the present, the school/division chair or graduate program director determines faculty qualifications by reviewing information in the personnel file. The chair or director then submits a QF eform to the Associate Dean for Institutional Effectiveness for approval. The QF eform is maintained electronically. The QF eform also includes the vita/resume and transcripts as attachments.

If a part-time faculty member is also a full-time staff member at McKendree, the personnel file remains in HR.

Field Trip Approvals

Students may be excused from classes to participate in field trips that are approved by the Provost's Office. If you wish to take your students on a field trip, please do the following:

1. Send the Provost a request for the field trip. Include the students' names along with the field trip destination, date, and departure and return times.
2. Please send the request at least <u>one week</u> prior to the date of the field trip.
3. Please do not schedule any field trips for the last week of classes and final exam week. It is difficult for students to miss classes during the last two weeks of the semester. In addition, please try to limit field trips to one trip per course.
4. If there are fewer than 7 students who will miss classes for a field trip, please send the Provost the names of the faculty whose classes will be affected. She will send her approval message only to those faculty and not to all 250+ (in the interest of reducing email for everyone).

If approved, the Provost will send an email message to the faculty requesting that your students be excused from their other classes. Students will still be responsible for making up missed work in those classes.

All students participating in field trips away from the McKendree University campus must complete the field trip form entitled "Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement" (see Appendix R) prior to leaving the campus. The instructor should take copies of all completed emergency contact forms with him/her to the field trip site. If you plan to use campus vehicles, the instructor should get approval from the division/school chair for funding and complete the required training for use of campus vehicles.

Final Exam Week Guidelines

All class periods will be assigned a final examination time by the Academic Records Office, with a scheduled time and room number. Faculty may choose to use that time for an in-class final or a final assessment pedagogically appropriate to the discipline (take home final, end-of-term project, oral examination, portfolio assessment, etc.) either in their assigned classroom or using their office. Final papers or projects given in lieu of an exam will be treated the same as take-home exams and should not be due earlier than the date of the scheduled final exam. Exam expectations should be communicated to students on the first day of class in the syllabus.

Laboratory, Performance or Studio Courses
Examinations are normally not required in these courses or their equivalent. At its option, the department may require a final examination in these courses, which should be announced in the syllabus on the first day of classes.

FERPA – Student Right to Privacy

The *Family Educational Rights and Privacy Act*, also known as the *Buckley Amendment*, gives students 3 basic rights:

◊ The right to inspect and review education records.
◊ The right to seek to amend education records.
◊ The right to have some control over the disclosure of information from education records.

All educational institutions (elementary, secondary and post-secondary) that receive federal funds must comply with FERPA. This includes McKendree University.

Please see the Employee Handbook for more details about FERPA.

When in doubt, err on the side of caution and do not release student educational information. Contact the Office of Academic Records for guidance.

Syllabi

A syllabus is required for each class (see template in Appendix D). The syllabus should contain the following information:

- Title
- Professor
- Semester, Year and Time
- Office Hours, Office Location, Phone and Email
- Course Description
- Course Pre-requisites (if applicable)
- Required Textbooks
- Recommended Textbooks
- Library Resources
- Course Objectives (cognitive, psychomotor and behavioral if applicable)
    o Connection to Academic Major and/or Institutional Requirements
- Grading Scale and Criteria (Example):
    o The student's final grade will be based on the cumulative total number of points from each of the following evaluation techniques:
    o Evaluation Type   Number   Points Each   Total
    o Grading Scale
- Course Content Narrative (should include all activities and requirements for completion of course)
    o Quizzes
    o Written Exams
    o Final Exam

- o Written Papers
- o Presentations (individual and/or group)
- o Discussion/class participation
- Academic Integrity Policy
- Make up Work
- Class Attendance
- ADA Policy: The department of _____ conforms to the disability policies of McKendree University. A student requiring assistance with the technical portions of the course should contact the Instructor or the Academic Support Center.
- Course Outline (Daily or Weekly Format)

Changes in a syllabus after the course has begun should not be made except when justified by unexpected circumstances. In that case, changes should be made only with sufficient notice to the class and without prejudice to the standing of any student. In addition to providing copies of the syllabus to each student, the instructor must **upload syllabi via the course assessment online system.** To upload syllabi, access http://assessment.mckendree.edu, enter username and password, and follow instructions. For assistance, contact the Associate Dean.

For Scott classes, it is expected that the syllabus will be provided to the McKendree at Scott office by the 15th of the preceding month. The office will then provide a copy to students as they register.

Academic Records

Academic Records Office

The Office of Academic Records is primarily responsible for maintaining and reporting the academic record of students. This includes assisting students in registering themselves online for classes and collecting grades from instructors when classes end. This section is an overview of what is expected of instructors with regard to several important functions of the Records Office. Please take time to carefully read these materials. Call 537-6819 if you have any questions.

> McKendree Email
> Each faculty member is assigned an email account and all instructors are expected to use that account to conduct McKendree business. Important reminders and other informational items will be sent to that email address. Please check your McKendree email on a regular basis.

Classroom Assignments

Classrooms are assigned by the Office of Academic Records. **Please contact the Academic Records Office at 537-6818 before moving your class to another room.** Do not assume that a classroom will be available all semester just because it is empty the first or second night of class—always contact the office before you change classrooms. Also, please be considerate of other instructors and students. If you change the seating arrangement in a room, please move it back at the end of a class. Do <u>NOT</u> move chairs or desks from one room to another.

Class Rosters

Class rosters are available on WebAdvisor; we do not distribute paper rosters. If there are students on your roster who are not attending class, please submit an Incident/Referral Reporting form (this may be found on WebAdvisor). Students will be contacted about why they are not attending class.

Students Attending Class Who Do Not appear on the Class Roster

<u>Do not</u> allow a student to continue attending your class if he/she does not appear on your roster. Send him/her to the Office of Academic Records to officially enroll in the course. He/she will receive a new copy of his/her schedule; please request to see it before you allow the student to attend or check WebAdvisor to confirm that he/she appears on your roster.

Drops

Students are <u>required</u> to formally add and drop courses with the Office of Academic Records. Forms may be obtained in the office or on the web page. If a student tells you that he/she is dropping your class, please instruct him/her to

do so in writing with the Office of Academic Records. You will not be permitted to drop classes for students; simply informing an instructor does NOT constitute an official drop. If students do not complete the process, they will still be liable for all tuition and fees and will receive a grade of F or WW at the end of the term.

Grades

Students must receive a grade for every class in which they are enrolled, including science and computer lab courses. Students in lab courses should be given either a P (Pass) or F (Fail).

Grade Entry

Grade memos are distributed approximately one week before classes end. Grades will be entered by the instructor using WebAdvisor. Instructions are attached. Please read and follow all instructions carefully.

- Do NOT leave a grade blank. Give each student a letter grade, a WW (for students who did not attend but did not officially drop the course) or an "I" for an incomplete grade. A blank grade will be recorded as a "WW."

- Please note that the grades "A+," "D+," or "D-" are not accepted. WebAdvisor will not accept these grades.

Please enter your grades on time. Due dates and times are not optional.

All one-month course grades will be due by 5:00 PM on the due date. End of semester grades will be due by NOON on the due date.   Due dates are printed on the memo attached to the grade roster and are also listed on the Records Office Calendar.

Mid-Term Grades

Faculty must submit midterm grades for students who are in danger of failing. Only grades of "D" or "F" are reported (and "C-" for nursing students only).

Grade Changes

The policy for changing a grade other than an Incomplete is explained on the Grade Change form. The forms may be obtained in the Records Office and when completed should be sent to the School/Division Chair and the Provost for approval. The form will then be forwarded to the Records Office.

Incomplete Grades

If a student is unable to complete course requirements on time he/she may request that you assign an Incomplete and allow him/her to finish the course work late. It is entirely up to you as to whether you agree to give a student an Incomplete or not. If you do agree, be sure the student understands what is

required of him/her, and enter an "I" in WebAdvisor. When the student has completed the work and you wish to assign a grade, complete a Grade Change form (you may obtain them from the Records Office) and send it to the Division/School Chair and the Provost for their approvals. The form will then be forwarded to the Records Office.

Please remember when assigning an incomplete grade:

- A student has only until the end of the following semester to complete the coursework. Summer terms will not be counted as a semester for spring term. Incompletes must be completed by the end of the following fall semester (except in the case of graduating seniors - in order to keep a May graduation date they must complete coursework by the end of August).

- At the end of the following semester you will receive a list of all outstanding Incomplete grades and a reminder of the final due date. If you do not assign a grade by that date, the grade will revert automatically to an F.

- If you feel circumstances warrant an extension of the Incomplete you must complete a grade change form asking for an extension. The Incomplete will then be extended one more semester.

- Incomplete grades may be awarded only to students who specifically request them due to extenuating or unforeseen circumstances that prevent them from completing course requirements (e.g., illness, injury, death in the family). Do not enter the grade of "I" for students who simply fail to submit assignments or complete exams by the end of the term.

In Progress Grades

Students enrolled in Master's level research classes who do not complete by the end of the term should be assigned a grade of IP (In Progress). If the work is completed in the following semester the grade will be changed to the grade earned (a Grade Change Form should be used). If the work is not completed in the next semester a grade of NC (No Credit) will be assigned. Students receiving a grade of NC must register for that phase of their studies again and pay full fees.

Students who receive an IP in the term in which they plan to graduate will have their graduation date moved forward to the next date (i.e., a grade of IP in the spring term will cause their graduation date to be moved to August).

Not Submitted Grades

If an instructor does not submit grades when they are due, the Records Office will assign a grade of NS (Not Submitted) to each student in the class. Students will be notified by email that grades were not submitted in a timely manner by the instructor, and they will be advised to contact the instructor if they have
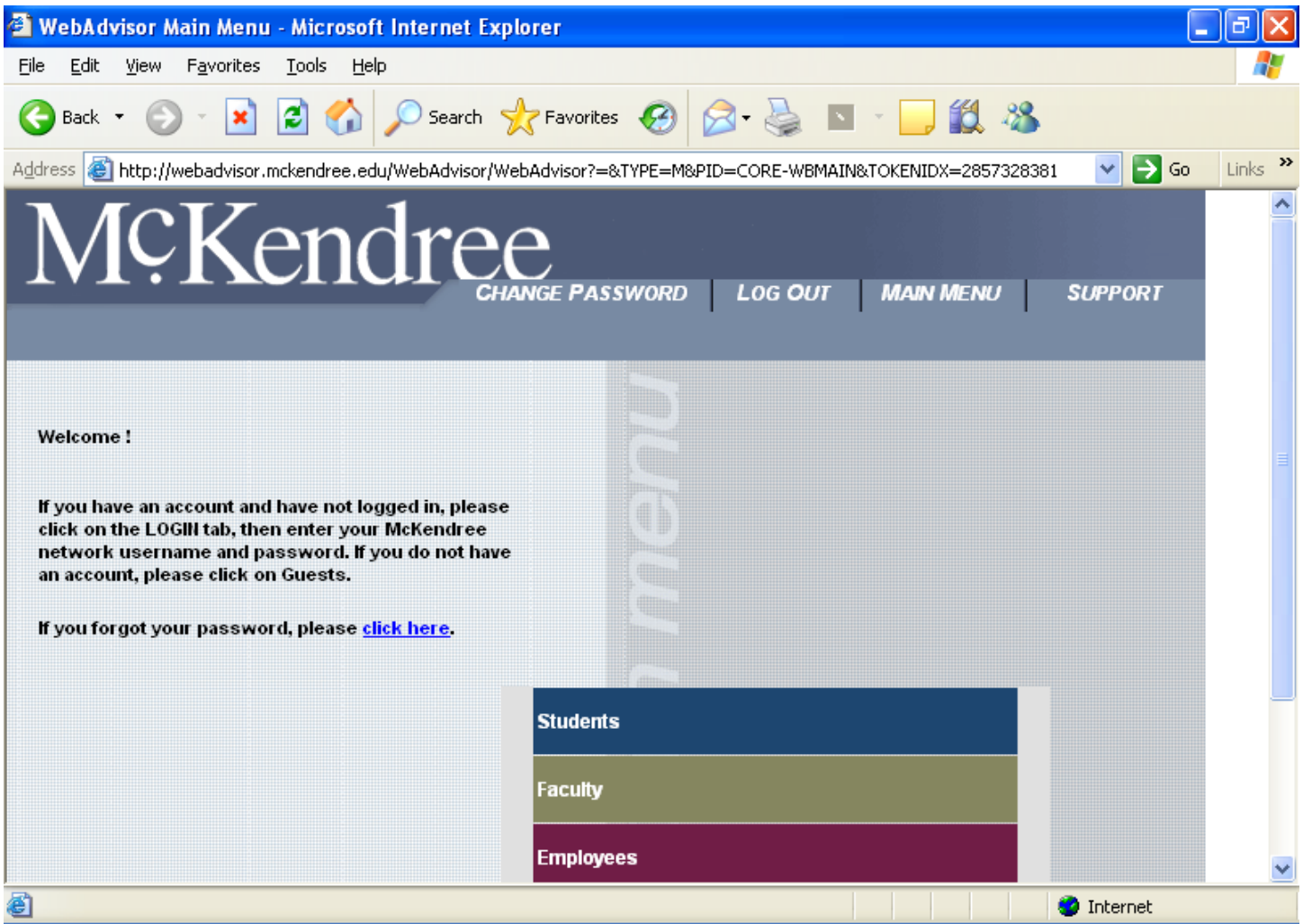
questions. The instructor will then be required to complete a paper grade roster to change the grades from NS to a letter grade.

Grading Procedures – WebAdvisor

To access WebAdvisor:

1. Open any internet browser (Netscape, Internet Explorer, etc.) and type **webadvisor.mckendree.edu** in the address line.

   If you are logging in from a computer on McKendree's campus, you may simply type **webadvisor** in the address line. <u>Log in using your network username and password.</u>

2. Click on Faculty.
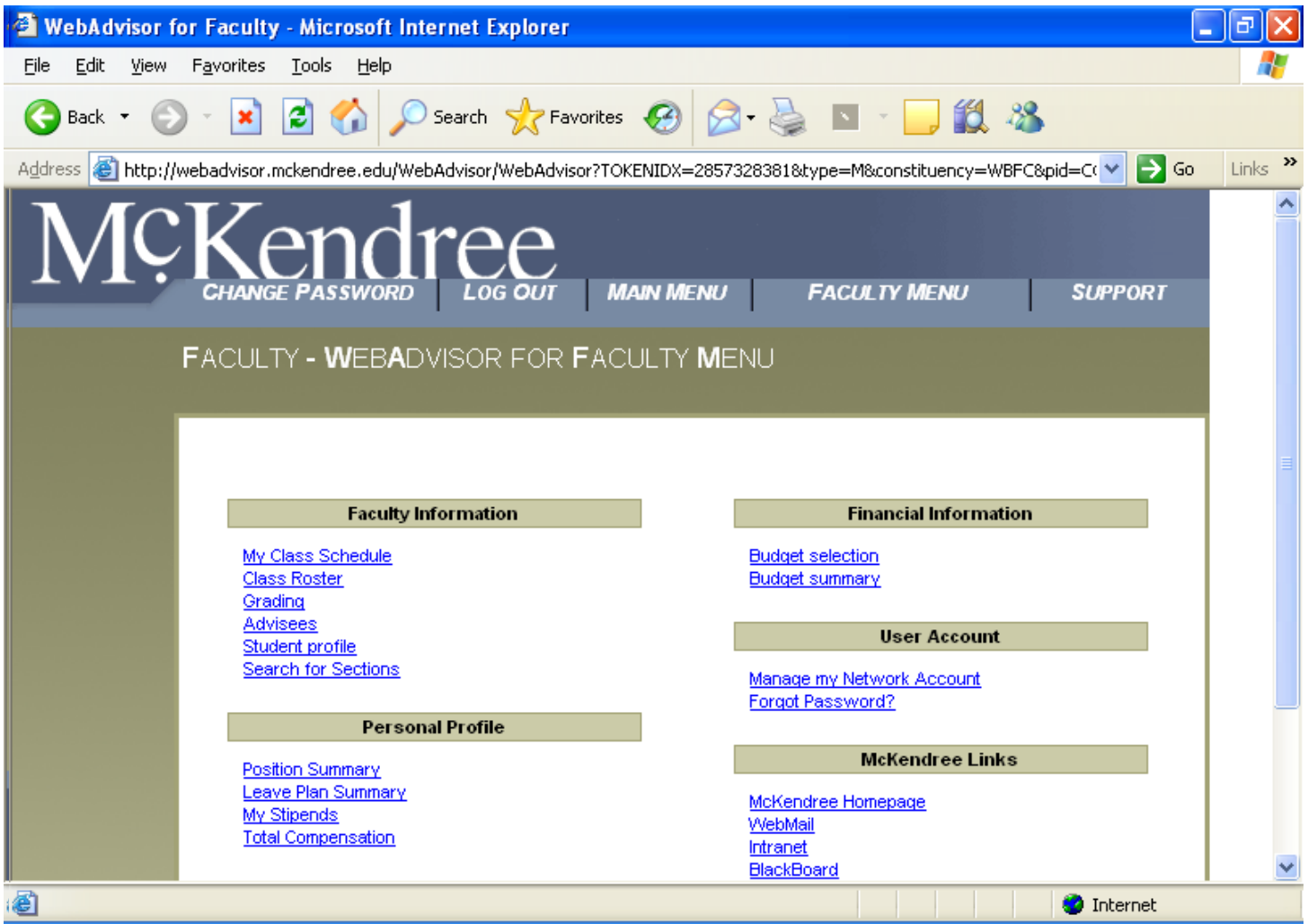
To access your course(s) for grading:

1. Click on Grading.

2. The Grading screen will appear. You will be asked to select either a term or a range of dates to restrict your search. **NOTE**: You cannot type the term in, but must select it from the drop-down box. You may have to scroll down to find the correct term.

3. A list of all of the courses you are teaching during the selected term will appear. You **must** select *Final Grading* from the drop down box and click in the *Choose One* box <u>even if only one course appears</u>.

Final Grading

Class Name ENG-111-S1CA
Title English I
Location Main Campus
Term Summer 2006

Instructors
Ms. Deborah L. Larson

Student	ID	Grade	Expire Date	Midterm Grade	Class Level	Status	Credits	CEUs
Holtgrave, Suellen	0014267					Add	4.00	
Kee, Kaitlin N.	0196939				FR	Add	4.00	
Lerch, Jennifer R.	0036301				GR	Add	4.00	

SUBMIT

4. The Final Grading screen will appear. You can scroll down to see all of the students. **Only currently enrolled students will appear.**

NOTE: You **MUST** submit a grade for every student who appears on this roster even if you think the student has dropped the course. If they appear, they did NOT officially drop. If you have questions about a student, please call the Records Office. Do **NOT** assign a grade of W, WP, or WF to a student who appears on the roster. If they stopped showing up for class, give them the grade they earned or a WW (withdrawn without permission). **Do not leave a grade blank, if the student has stopped attending class, give him/her a WW (withdrawn without permission).**

Final Grading — Microsoft Internet Explorer

Address: http://watest.mckendree.edu/WebAdvisor/WebAdvisor?TOKENIDX=8007629388&SS=3&APP=ST&CONSTITUENCY=WBFC

Final Grading

Class Name	ENG-111-S1CA
Title	English I
Location	Main Campus
Term	Summer 2006

Instructors
Ms. Deborah L. Larson

Student	ID	Grade	Expire Date	Midterm Grade	Class Level	Status	Credits	CEUs
Holtgrave, Suellen	0014267	a				Add	4.00	
Kee, Kaitlin N.	0196939	b			FR	Add	4.00	
Lerch, Jennifer R.	0036301	a+			GR	Add	4.00	

SUBMIT

To enter grades:

1. Place the cursor in the first box in the Grade column and enter the grade (you do not need to enter the grades in capital letters). **DO NOT PRESS THE ENTER KEY!!** The program assumes you are finished and ready to submit grades when you press the Enter key. Press the Tab key *twice* to get to the next grade box. Continue entering and tabbing until all of the grades are entered. **NOTE:** Do **NOT** enter an expiration date, even if you assign a grade of Incomplete.

VERY IMPORTANT NOTE: Be very careful to enter ONLY grades that are allowed at McKendree. If you accidentally type in an E instead of a D, the grade will not be accepted. The same goes for A+, D+, and D-. The program will allow you to enter the grade and submit it (as I did above), but you will get an error message **after** you submit. It is wise to check the grades carefully after you have entered them, before you press the enter key or click Submit.

> **The following grades may be entered: A, A-, B+, B, B-, C+, C, C-, D, F, I and WW.** *For graduate courses only*, a grade of IP (In Progress) may be entered.

2. When you have finished entering and checking grades, either press the Enter key or click the Submit button.

If you have entered an invalid grade, the Final Grading screen will reappear with an error message at the top. It will tell you which grade was invalid and which student it was entered for. Enter the correct grade and Submit again.

When the grades have been entered and submitted properly, the following screen will appear.

If you need to enter grades for more than one class, select the Grading option again.

> **TIMING OUT: For security reasons, WebAdvisor is currently set to throw us out after we have been logged in for 30 minutes. If you are entering grades when you time out, the grades will <u>NOT</u> be entered into the system even though they appear on your screen as if they have. Please pay attention to how long you have been logged in, and exit and re-enter WebAdvisor if you're getting close to the 30-minute limit.**

Final Grading

Some of your grade changes will not take affect because these grades have already been transcripted. Please follow the standard grade change procedure at this time.

Class Name	ENG-111-S1CA
Title	English I
Location	Main Campus
Term	Summer 2006

Instructors
Ms. Deborah L. Larson

Student	ID	Grade	Expire Date	Midterm Grade	Class Level	Status	Credits	CEUs
Holtgrave, Suellen	0014267	A				Add	4.00	
Kee, Kaitlin N.	0196939	B			FR	Add	4.00	
Lerch, Jennifer R.	0036301	A-			GR	Add	4.00	

SUBMIT

To change grades:

1. Until the grades are verified, you can change the grade in WebAdvisor. To change a grade you have entered, follow the above procedure, click in the grade box of the grade you are changing, and type in the new grade. Then submit the grades.

> The grades that you enter will NOT appear on the students' records until they are verified by the Records Office. This process places the grades on the students' transcripts. **You can make changes to grades ONLY until they are verified.** After verification, the system will allow you to change the grade on the screen, but after you submit them, the following screen will appear:

All of the grades remain as you submitted them, and you must then complete a Grade Change form in order to have the grade changed.

We run the verification process every afternoon at approximately 4:45 to verify dropped grades entered that day, so if you enter your grades earlier than the date that grades are due and then change your mind, you must submit a Grade Change form even though it is before the official due date.

On the date that monthly grades are due, we will verify grades several times during the day, and again just before 5:00 PM. During the week that final grades are due, we will verify the grades several times a day beginning on Monday so that if students check their grades they will be able to see them.

Academic Support Services

Student Success & Advising Center

The Student Success & Advising Center supports students' academic and personal growth. The Center offers disability services, academic tutoring, class scheduling, development of time management and study skills, testing services, and assistance navigating campus policies and procedures. For further information, call 537-6572 or visit 521 Stanton Street. Faculty can refer students to the Center using the Incident/Referral Reporting Form via WebAdvisor.

Early Alert Program

The Early Alert Program was established to help identify and assist students who might be experiencing academic problems. The program is designed to interact with the student when poor academic behaviors are initially exhibited in class. Faculty members initiate the process by reporting incidents using the Incident/Referral Reporting Form via WebAdvisor.

Writing Center

The Writing Center offers students assistance with all aspects of the writing process and research and documentation. The Center also offers in-class seminars for instructors and supports faculty who are teaching courses designated as Writing Intensive (W). Faculty can refer students using the Incident/Referral Reporting Form via WebAdvisor.

Counseling Services

Psychological counseling services are available to students in Clark Hall LL02. Students may contact the Director of Health Services, 537-6503, to make an appointment with one of the counselors. Faculty can refer students using the Incident/Referral Reporting Form via WebAdvisor

Career Services

The Career Services Office, located in Clark Hall 104, provides a variety of services to acquaint students with career options. Individual career counseling, interest and career assessment and career exploration workshops offer students the opportunity to examine possible majors and careers.   The staff also offers assistance with resume preparation, job search correspondence, and interview skills. Information regarding graduate school admission is also available. The Director of Career Services may be contacted at 537-6806.

Holman Library

The facilities of Holman Library are available to all employees and dependents with the understanding that the guidelines and procedures established by the Library for such use are followed. The library is an obvious resource for the

instructional program. In addition to books, periodicals, and reference materials, the library provides a variety of audio-visual equipment such as slide projectors, overhead projectors, tape recorders, film projectors, and VCRs. These may be checked out or used in the library audio-visual area or Instruction Room (reservation required). Proper identification is required for checkout. To request new materials for the library, contact the Technical Services at 537-6951. Hours may vary during interim, holidays, summer and emergencies. Please call 537-6950 or visit the library website to confirm the schedule.

Instructional Media Services

Most classrooms or classroom floors at McKendree University are equipped with a DVD player, data projector, and overhead projector and have network and Internet access. If the room you are assigned is not properly equipped for your instructional media needs, or if you have special needs in this area, contact the User Support Technician at 537-6822.

Technology – Blackboard Course Management

You will be assigned a Blackboard account so you may develop a course website for your students. This is a particularly effective way of maintaining contact with students during your off-campus hours, though the website also has on-line grade-book, discussion board, quiz and survey builder, and various other features that can be helpful as classroom supplements.

Assessment of Courses/Instructors

Tenure track faculty are evaluated for teaching effectiveness by means of student evaluations and other procedures (please see the Faculty Manual for more details).

Associate faculty are evaluated for teaching effectiveness by means of student evaluations and, when deemed necessary, by authorized personnel (e.g., School or Division Chair and/or Program Director). These evaluations are reviewed by the appropriate school or division chairperson and the Associate Dean. A summary is available 14 days after the class ends via http://assessment.mckendree.edu.

The mission of McKendree University is to provide a high quality educational experience for our students. We use the assessment.mckendree.edu system to provide valuable information about our teaching endeavors. There are three primary parts of assessment.mckendree.edu:

1.) We ask that all faculty upload their syllabi into the system.

2.) Faculty should encourage their students to complete their course evaluations BEFORE the last day of the class. Faculty can see the results 14 days after the class ends.

3.) After the class has ended, faculty should complete a brief self-evaluation about each class.

    Troubleshooting--Common issues for faculty and students include:
    - Placing a "www" in the webpage address (there is NO www prefix)
    - Trying to complete the assessments after the class (encourage your students to complete all course evaluations BEFORE the last day of class)
    - Some businesses, schools, etc. have very high security settings that may not allow a person to access the forms

If you have any questions about the course evaluation system, please contact Dr. Tami Eggleston, Associate Dean, at 618-537-6926 or tegglest@mckendree.edu. If you have trouble logging in or other IT problems associated with the assessment page, please contact the IT helpdesk.

This online assessment system has proved very useful, we have received good return rates, the feedback seems more substantial, and we are saving time and paper with this system. More information about the evaluation process is covered during the Teaching for Excellence workshops each semester.

1. Go to http://assessment.mckendree.edu

2. Type in your user name (e.g., bbearcat) and your password.
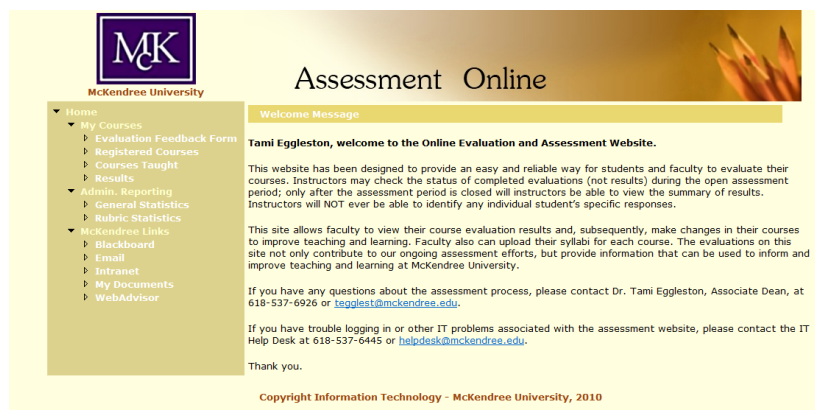
3. At the welcome screen you have many options.
    To upload a syllabus or do a self-evaluation:
    Under My Courses go to Courses Taught.
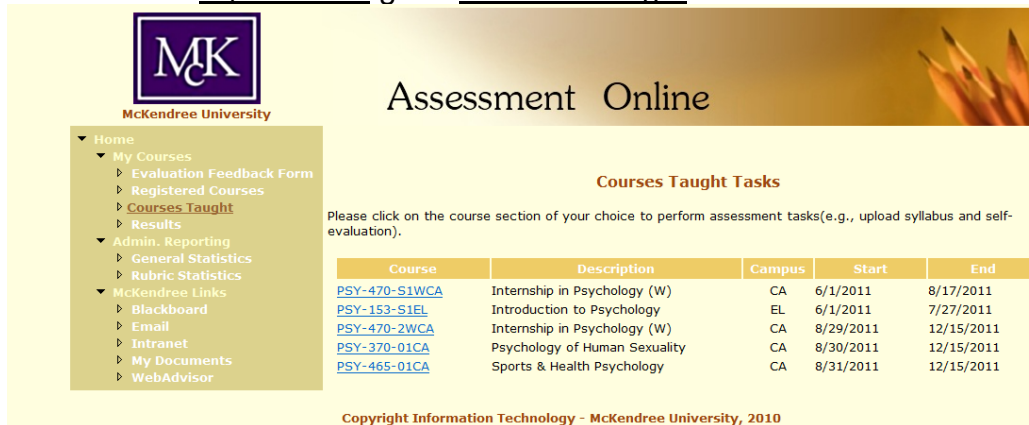
4. Click on the course section of your choice to upload a syllabus or complete a self-evaluation

5. To upload a syllabus click the Upload Syllabus link

6. Browse your computer to find the appropriate syllabus and upload syllabus

7. At the end of your class you have up to seven days to complete your self-evaluation. Under the Courses Taught above you can click on the Self-Evaluation link

8. Complete the course self-evaluation form for each class.

9. Fourteen days after your class has ended (based on the date in Datatel) you can return to assessment.mckendree.edu and under My courses click on Results

10. Click on the course section of your choice to review the results for that course.

11. Click on View Results

Course Evaluation

Term: 2011/SP   **Start Date:** 1/12/2011   **End Date:** 5/6/2011   **Method:** LEC
Instructor: Tami J. Eggleston (0016981)   **Status:** TEN   **Capacity:** 32   **Enrolled:** 33

	Course	Division (SSC) 2011/SP	All Courses 2011/SP
Section I - Demographics (Yes/No - Percentage)	n=29	n=757	n=4402
1. This course was a general education requirement only	13.79 / 86.21	36.99 / 63.01	27.69 / 72.31
2. This course was required for my major	37.93 / 62.07	50.73 / 49.27	57.03 / 42.93
3. This course was required for my minor	20.69 / 79.31	9.91 / 90.09	10.95 / 89.05
4. This course was an elective	48.28 / 51.72	26.29 / 73.71	18.80 / 81.18
Section II - General Items (Average ± Standard Deviation)			
This course...			
5. was a positive experience	4.96 ± 0.19	4.56 ± 0.78	4.46 ± 0.88
6. helped me gain an appreciation for the material covered	4.96 ± 0.19	4.52 ± 0.82	4.41 ± 0.91
7. improved my critical thinking	4.82 ± 0.39	4.42 ± 0.90	4.33 ± 0.97
8. was intellectually engaging	4.96 ± 0.19	4.46 ± 0.88	4.36 ± 0.96

12. The results page shows you the class title, the term, the dates, the instructor, and the enrollment

- The top columns show your course and the number (n) completing the evaluation as well as a column for your division/school and all courses.
- The course evaluation results include Yes%/No % for demographic questions and means and standard deviations for the next section. The scale is 1-5 with 5 being strongly agree or the best.
- There are open-ended comments.
  .

A Few Words about University Teaching

For those beginning to teach at the University level or who have been away from the classroom for a while, a few tips about University teaching may be helpful.

1. **Follow the basic rules of good speech while making your presentations in class**. Organize your thoughts into a written or at least a mental outline. Speak clearly and not too rapidly. Use the whiteboard, smartboard and/or overhead projector appropriately. Maintain good eye contact with the class. Use appropriate humor. Summarize.

2. **Vary your classroom activities and mode of presentation**. This is especially important with one-month intensive courses, where the individual session can get very long and tedious if there is not sufficient variety. Use guest speakers if you have the opportunity. Call on students to make presentations. Alternate between lecture and discussion within the same class hour. Vary the seating arrangement to suit different modes of presentation. Introduce simulation exercises and other high-involvement activities at every opportunity.

3. **Respect your students**. This is essential for effective teaching and may be demonstrated in many ways.

   a. **Show interest in their experiences.** Research has shown that the most successful teachers are those who are genuinely interested in students as people as well as students. You will find that many have work obligations and experiences in addition to their classes. These experiences affect their understanding of what you are trying to teach, and can sometimes provide examples to illustrate points and as a means to bring lessons home with greater impact.

   b. **Let students know that you expect their best effort**. Research suggests that, in general, students are more strongly motivated by higher expectations. At the same time, avoid overestimating the students' abilities.

   c. **Don't assume that students know the basics of your discipline**. This is especially important in relation to terminology and vocabulary. Stress key terms and explain how they are used.

   d. **Take time with students' questions and written work.** Give quizzes, exams, and assignments which invite comment when you grade them. Include words of encouragement wherever you can. When criticism is required, be objective. When a student does a particularly good paper or assignment exercise, use it (with the author's permission, of course) as an example for other students in the class.

e. **Encourage students to ask questions during class**. Questions give some indication of how well the class comprehends the material and provide an opportunity for clarification and elaboration. When a student asks a question, reward him or her with a smile, a thoughtful expression, a "good question" comments, and an invitation to other students to add their own questions and comments. Involving students in the class can contribute significantly to the overall effectiveness of your presentation.

f. **Make your expectations clear.** Discuss your syllabus at the first class meeting to ensure that each student is aware of and understands course policies and procedures. It is especially important to emphasize your criteria for grading.

g. **Keep your promises, implicit and explicit**. Do not change your expectations once you have made them known to students. In the rare case that a syllabus revision is necessary, present it in writing to each student. Meet each class for the scheduled time. Avoid major digressions from course objectives. Evaluate students' work objectively and return graded materials in a timely manner.

h. **Be sensitive to students' tender spots**. If there are subjects that may make students uncomfortable, be certain those subjects are essential parts of your course before you bring them up. Remember, too, that some students are offended by what they regard as bad language; many may have chosen to attend a church-related University such as McKendree partly because they expect, at such a University, not to be offended in this way. Try to respect these preferences of students, with only such exceptions as are required in order to convey the material you are teaching.

i. **At all costs, avoid humiliating students**. It is never acceptable practice to insult or humiliate a student, either in private or in front of other students. Remember that students often have a lofty perception of your expertise and authority, and that even the gentlest criticism, if delivered in public, may be experienced as a deep personal embarrassment. Tread very carefully with students' feelings.

j. **Take time to prepare for your classes**. Never "wing it". Do not make the mistake of assuming that anecdotes from your professional experience can substitute for the teaching of important concepts. Your students will see through that every time.

4. **Do not hesitate to seek help if problems arise related to your teaching.** This handbook is largely devoted to letting you know the resources that are available. Full-time faculty colleagues are often willing to make suggestions or visit your classes as observers. Contact your division chair or the Associate Dean.

The University mission statement begins with, "The mission of McKendree is to provide a high quality educational experience to outstanding students." One of the purposes under the mission is, "To offer undergraduate, graduate, and professional programs to develop our students' knowledge, analytical abilities, research capabilities, creativity, and sense of identity."

One beneficial tool to use when writing course objectives and evaluation questions are the action verbs related to Bloom's taxonomy.

BLOOM'S TAXONOMY

KNOWLEDGE – who, what, why, when, how, where, choose, find, match, define, label, show, which, spell, list, name, tell, recall, select, omit.

COMPREHENSION – compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify.

APPLICATION – apply, build, choose, construct, develop, interview, make use of, organize, plan, experiment with, select, solve, utilize, model, identify.

ANALYSIS – analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion.

SYNTHESIS - build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change.

EVALUATION – award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct.

Associate Faculty Information

Employment Process

A person seeking employment as an associate faculty member in a particular discipline must submit a detailed resume to the Chairperson of the appropriate academic school or division. The candidate must possess at least a Master's Degree in the field with at least 18 hours of coursework in the discipline to be taught; the University will seek persons with doctorates whenever possible. After the Chairperson, colleagues and Associate Dean have reviewed a resume, they may invite the candidate for an interview. If the University hires the candidate, he or she must submit the following to the Office of the Academic Affairs:

1. a current resume, including phone numbers where the faculty member may be reached
2. official transcript of undergraduate (where appropriate) and graduate degrees
3. personnel papers identified by the University

These materials will be placed in the employee's personnel file and retained as part of a permanent personnel record.

Employment Verification

It is the responsibility of the instructor to fill out and return an Employment Eligibility Verification (I-9) form, Illinois withholding form, W-2 and W-4 forms as required by law. These forms are available in the Human Resources Office.

Part-Time Employee Definition

Part-time work is defined as being employed for less than a normal work week and work year. Any employee who works less than 20 hours a work week is defined as part-time. All associate faculty, i.e., all faculty whose services are contracted for on a course-by-course basis, are considered part-time employees regardless of teaching load carried. Part-time employees are eligible only for the fringe benefits of certain holidays, Social Security Workman's Compensation and Unemployment Insurance Compensation.

McKendree University Part-time Associate Faculty Activity Checklist

Activity	Details	Time Frame	Contact Person
Agree to teach a course		Before the start of the semester	Division/School Chair or Program Director
Complete necessary paper work	Forms with HR Sign IT user agreement	Before the start of the semester	Division/School Chair or Program Director Also HR
Turn in materials	Transcripts, 3 letters of reference, and current vita	Before the start of the semester	Associate Dean
Verify and obtain textbook	In some cases, the book may already be selected; in other cases may have to order book	Before the start of the semester	Division/School Chair or Program Director and Bookstore
Upload your syllabus	Go to assessment.mckendree.edu	Early in the semester	Associate Dean
Check course roster	You can see current roster on WebAdvisor	After first week of class	Academic Records Office
Provide student referrals	If a student is missing class, If a student needs writing or tutorial help, If a student needs counseling, Incident/Referral Reporting Form via WebAdvisor	Throughout the semester, the earlier the better for the student	Student Affairs Writing Center Academic Support Center Student Health Services
Complete student-athlete progress reports	You will receive an email with a spreadsheet for athletes in your class	Throughout the semester	Athletics
Submit midterm grades	Midterms are P (passing), D & F grades; submit via WebAdvisor	At midterm	Academic Records Office
Submit final grades	WebAdvisor	At end of final exam week	Academic Records Office
Encourage your students to complete their course evaluations	Please encourage students to go to assessment.mckendree.edu	BEFORE the last day of class	Associate Dean
Complete the teaching inventory for your course	Go to assessment.mckendree.edu	Up to 7 days after the last class	Associate Dean
View your course evaluations	Go to assessment.mckendree.edu	14 days after the course has ended	Associate Dean
Attend Teaching for Excellence (T4E) workshops and other training options	We have T4E workshops each August, January, and May. We have other workshops on Blackboard, etc. during the year.	August, January, May and others during the year	Associate Dean, Division/School Chair or Program Director

Full-time Faculty Information

Business Cards

Faculty members who need to order new business cards or order replacement cards should fill out the order request eform called "Name Badge/Business Card Request." A link to the eform is available on the University Communications and Marketing webpage at www.mckendree.edu/marketing. The faculty member is responsible for providing the following information:

- Name, Credentials
- Title (i.e., Program Director of ……)
- Faculty Appointment Title (i.e., Assistant Professor of …..)
- Email address
- Office Phone and Fax Number
- School or College

Keys

Key control is absolutely essential if the University is to maintain the level of safety required to protect our personnel, students, equipment, and supplies. Expanded procedures regarding key issue and control are maintained in the Human Resources Office.

1. To obtain a key, the employee must submit to the Office of Human Resources a Maintenance Work Order or email to hr@mckendree.edu identifying employee, building, specific key(s), and approval by the Department Head or Chair.

2. The Office of Human Resources reviews the Work Order/email and forwards same to the Maintenance Supervisor.

3. Requested key(s) will be cut by the locksmith and delivered to the Office of Human Resources for control and subsequent distribution/issue. The key should be available for pickup in the Human Resources Office within two days.

4. An employee who has lost a key is responsible for the replacement cost.

When employment is terminated or when possession of the key(s) is no longer necessary, the key(s) must be returned to the Office of Human Resources. All University property, including keys as well as other equipment, must be returned to University control before the employee's final check shall be issued.

Public Safety shall be contacted to gain access to locked buildings and classrooms. Contact Public Safety at 537-6911 or 618-792-3500.

Name Tags

Faculty members who need to order new business cards or order replacement cards should fill out the order request eform called "Name Badge/Business Card Request." A link to the eform is available on the University Communications and Marketing webpage at www.mckendree.edu/marketing. The faculty member is responsible for providing the following information:

- Name, Credentials
- Title (i.e., Program Director of ….)
- Faculty Appointment title (i.e., Assistant Professor of….)
- School of College

Purchasing

To purchase office and educational supplies, please consult your School/Division Chair to determine established purchasing procedures, which may vary. As an educational institution, the University is considered a non-profit organization and is exempt from paying federal excise and state sales taxes. Purchasing for private use violates that exemption and it is not permitted. Purchases may be made from the University bookstore by all employees at a discount. Examples of items for which a purchase order must be completed are business cards and educational supplies. The Purchase Order form must be completed and returned to your division/school chair for approval. The Purchase Order form may be obtained online on the M: Drive in the McKCommon folder, within the Admin and Finance folder. Then open the Administration and Finance folder to find the Reimbursement Guidelines folder.   For more information on purchasing, see the Employee Handbook.

Travel and Faculty Development Reimbursement

The office of Academic Affairs seeks input from the Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee to administer available faculty development funds to full-time faculty. The Associate Dean administers these funds and will send out details about the availability and procedures before the beginning of the fall semester.

The following is the McKendree University policy on reimbursements: "All employees requesting payment for reimbursable expenses incurred for travel on behalf of McKendree must submit a travel and expense voucher with original detailed receipts attached. All account numbers, names, dates, reasons for the travel, recruit names, and/or detailed explanation must be included with the request. When using a personal vehicle for McKendree travel, the University will reimburse mileage at the current rate per mile. Gasoline is only reimbursable when using rental cars or college vehicles." Due to auditing and accounting procedures, we cannot reimburse a non-itemized receipt.   (This form is found on the Provost-Associate Dean Shared Folder.).

School/Division Chair and Program Director Information

As a chair or program director, it is your responsibility to inform full-time and part-time faculty about the following:

- Hiring procedures

- Absences

- Assessment procedures (e.g., uploading syllabi, course evaluations, etc.)

- Faculty Development Opportunities (e.g., workshops, faculty travel)

- Security and emergency procedures

- Syllabi templates and expectations

As a chair or director, you also have responsibilities for the following (Appendix E has additional guidelines and timelines):

Academic Program Review

Information about the Academic Program Review Process and Schedule can be found in the Departmental Shares folder, and then the Provost/Associate Dean Share with Employees folder. Chairs play a key role in the success of this endeavor.

Catalog Changes

Substantive changes to the catalog must be approved by the appropriate procedures (please see Organizational Structure and Approval Process below).

Minor changes or corrections to the Undergraduate Catalog may be submitted to the Associate Dean by the School/Division Chair. Minor changes to the Graduate Catalog may be submitted to the Director of Graduate Admission.

Changes requiring full faculty approval must be completed before January to be included in the upcoming Undergraduate Catalog or February for the Graduate Catalog.

Challenges to Academic Decisions

Please see the Undergraduate Catalog where there is a description of the grade appeal process and procedures. (Look in the index under Grade Challenges.)

CSI Forms

If there are any changes to the course schedule (e.g., time, instructor) after it has been published, a CSI eform must be filled out electronically by the

school/division chair and/or program director and submitted to the Provost's Office for approval. Please complete the entire CSI eform.

Evaluations

Chairs must evaluate full-time faculty members for purposes of FEC/CRPT committee review. A sample evaluation for faculty teaching and a sample checklist for evaluating a faculty member for renewal or tenure can be found in Appendices F and G. Additional information can be found in the Faculty Manual.

Chairs must also formally evaluate associate faculty in their first year of employment and then every three years thereafter. See appendix P for the Evaluation of Associate Faculty form and procedures.

Chairs should also informally review part-time faculty evaluations each semester and may choose to conduct formal evaluations more frequently than required.

Faculty Searches

Associate Faculty:

When it is necessary to hire associate faculty, ads should be sent to the Provost and the Director of Human Resources. All materials submitted for the position should go through the Human Resources Office as the Director needs to receive them. Usually application materials are then sent to the Chair unless another arrangement has been made. The Chair, in cooperation with the appropriate School/Division faculty, handles the hire. Once an associate faculty member is hired, he/she must meet with the Director of Human Resources to complete the employment process. All supporting materials, including resume, official transcripts and three letters of recommendation and a CSI form should be filed with the Associate Dean's office (the CSI form is only needed if a change to the schedule is necessary).

Hiring Process for Part-Time Faculty

Step	Person Responsible	Notes
Write ad for part-time faculty position and send to HR (Shirley Baugh)	Division chair or program director	
Select candidates to interview and send names to Tami Eggleston BEFORE scheduling interviews	Division chair or program director	
Approve candidates for interviews	Tami Eggleston	
Conduct face-to-face interviews	Division chair or program director; may invite others to assist	

Select candidate for hire, but DO NOT notify candidate yet	Division chair or program director	
Complete "Qualified Faculty Form"	Division chair or program director	
Approve "Qualified Faculty Form"	Tami Eggleston	
Contact candidate, offer position, and discuss details of the job, but tell candidate that hiring is contingent upon result of background check	Division chair or program director	
Send candidate name to Shirley Baugh; Shirley will contact him/her about background check and MVP orientation	Division chair or program director	
Complete background check; notify program or division chair when complete	Shirley Baugh	
Notify faculty member that background check is completed and hiring is official	Division chair or program director	
Schedule faculty member to attend MVP orientation	Shirley Baugh	
Complete a CSI form, if necessary, for any schedule/instructor changes	Division chair or program director	
Create faculty record in Datatel	Shirley Baugh	
Issue a contract	Provost's Office	Contracts are issued approximately 1 month before classes start

Full-time Faculty:

The Provost's Office determines which new full-time faculty will be hired each year. Information regarding the designation of the search committee and how a search should be conducted can be found in the Faculty Manual.

For all new hires, a qualified faculty form should be completed and sent to the Provost for full-time faculty or to the Associate Dean for part-time faculty.

Grievance Process

Please see the Faculty Manual.

Organizational Structure and Approval Process

The university's organizational structure consists of the following academic units:

☐ College of Arts and Sciences (5 divisions)
☐ School of Business
☐ School of Education
☐ School of Nursing and Health Professions (2 divisions)

Each academic unit has college/school-level curriculum committees to address academic issues within each college/school. Under this model, minor changes are approved at the college/school level. Substantive changes (e.g., new courses or programs) require university-level approval.

Substantive academic changes approved by college/school curriculum committees must also be approved by the Undergraduate or Graduate Council, depending upon the program level involved. All changes approved by the Undergraduate or Graduate Council are then recommended for approval by the full faculty, the Provost, the President, and the Board of Trustees.

Some changes also require approval of the Illinois Board of Higher Education (IBHE) and the HLC.

Proposals to establish a new location or to change the delivery format for an existing course or program require various approvals (see Appendix H).

Purchasing

Please see the Employee Handbook for complete details on the purchasing policy.

Qualified and Competent Faculty Form

When hiring any new faculty members, please complete a Qualified and Competent Faculty Form (eform)

Records (Registrar's) Office

Often chairs will be asked to assist the Records Office. Duties include:

- Determining which specific course at McKendree is the equivalent of a course from another institution.
- Signing various forms, including Grade Change forms, Waiver forms, etc.
- Submitting course schedules.

School/Division Chair Meetings

School/Division Chairs attend a monthly meeting chaired by the Provost. The Provost also asks that chairs schedule individual monthly meetings with her.

School/Division Meetings

The Chair should set a time each semester for meetings (suggested: a minimum of one per month) and it should be set at a time when all faculty can attend. Agendas should be set at least two days in advance of the meeting.

Online Teaching: Template Process and Template Rubric

All online course templates that are commissioned by the institution follow a template process and have a template rubric (See Appendices I and J). All questions about the process or rubric should be addressed to the McKendree Online office.   At McKendree University a "shell" is defined as an empty Blackboard class with just the buttons. We have a face-to-face shell, blended shell, and online shell. Some schools have also created their own shells. Templates are courses that have been commissioned by the institution and have course content. Packages are instructor's individual courses that have their unique content and course materials. There is also an online faculty checklist (See Appendix K).

Other Miscellaneous Information for Chairs

- Usually Chairs attend the lunch for new faculty before classes begin.
- Chairs speak at the Honors Convocation about their students.
- Chairs are often asked to meet with students touring campus.
- Chairs are expected to participate in Preview Days.
- Chairs assist with advising and attend advisor meetings
- Chairs represent their School/Division as the first line of response regarding student issues.
- Chairs typically attend the T4E events.
- Chairs typically attend the Academic Planning Retreat.
- Chairs may find it useful to find a mentor.
- Chairs should be familiar with the Undergraduate and Graduate Catalogs, Faculty Manual, and Employee Handbook.
- Chairs should understand proper disposition of materials (e.g., student exams, search committee documents, etc.). (See Appendix L).
- For a summary of the essential faculty reports See Appendix M.

Appendix A: Directory of Offices and Services

(For a current list, go to Intranet, Miscellaneous Information, then Staff Directory or Telephone Directory – sorted both by department and alphabetically)

McKendree Main Campus	537-4481
Provost and Dean of the University	537-6809
Vice President of Student Affairs and Dean of Students	537-6857
Director of Human Resources	537-6533
Associate Dean	537-6926
Academic Records Office	537-6816

Faculty Secretaries:
Piper 209	537-6807
Carnegie 105	537-6808
Nursing Office	537-6437

Holman Library	537-6950
User Support Technician	537-6822
Maintenance (heat, lights, etc. until 5:00 p.m.)	537-6969

If no response, call Public Safety

Public Safety Office	537-6911
Cell phone after 5:00 p.m.	792-3500
Lebanon Police Dispatcher	**911**
Lebanon Fire and Ambulance	**911**

Important Telephone Numbers for
Scott Air Force Base

McKendree at Scott Office   744-0426

McKendree at Scott Night Monitor   256-3327

On Scott AFB Only

Fire Emergency   911

Police Emergency   911

Security Police Desk   256-6663

Telephone Numbers for Kentucky Campuses

McKendree University/Louisville   (502) 266-6696

McKendree University/Radcliff   (270) 351-5003

Appendix B: McKendree University Academic Timeline

Monthly (Typically):

- Full Faculty meetings: First Thursday of the month   3:30 pm
- Graduate Council: Second Thursday of the month   3:30 pm
- Undergraduate Council: Second Tuesday of the month   3:30 pm
- Faculty Senate: Third Thursday of the month   3:30 pm

August:

- Full Faculty meeting Thursday prior to beginning of classes
- Lunch with new faculty
- Teaching for Excellence (T4E) Workshop
- Convocation ceremony
- Schedule for spring/summer semester received for additions, deletions, changes
- Approve and submit Contract Load forms to Provost's Administrative Assistant
- Schedule/Office Hours/Contact information forms to faculty secretary

September:

- Syllabus for each course on file and uploaded to assessment.mckendree.edu
- Budget requests for the next school year due in Provost's Office
- Lincoln Laureate nominee selection (Each School/Division submits nominees)
- 2nd year faculty materials to Provost's Office

October:

- Book Orders due to bookstore

November:

- Lincoln Laureate award ceremony in Springfield

December:

- Grades due
- Instructor online course evaluations
- 4th and 6th year faculty materials due to Provost's Office
- Promotion request materials to Provost's Office
- Faculty requesting tenure consideration material to Provost's office
- All catalog changes submitted to Associate Dean

January:

- Syllabus for each course on file and uploaded to assessment.mckendree.edu
- Schedule for fall semester
- Honors Convocation nominations submitted
- Approve and submit Contract Load forms to Provost's Administrative Assistant
- Teaching for Excellence (T4E) Workshop
- 1st and 3rd year faculty materials due to Provost's Office

February:

- Book Order forms due to Chair (to bookstore-March)
- Honors Convocation nominations selected by School/Division

March:

- Requests to Honors Convocation students for short biography (This is not to be done until the President/Provost have notified students of their selection for the honor.)

April:

- Honors Convocation
- Chair reads each student's profile at Honors Convocation (robes required)
- Honors Program Presentations, Undergraduate and Graduate Poster Presentations

May:

- School/Divisional Committee assignments due to Faculty Senate ChairSchool/Divisional Committee assignments due to Faculty Senate Chair
- Senior Farewell Service
- Graduation
- Grades due
- Teaching for Excellence (T4E) Closing the Loop Workshop
- Teaching for Distance (T4D) Workshop
- Academic Planning Retreat

Appendix C: Faculty Awards

Award	Committee	Nominations/ Selection	Announcement	Invitation to Present	Criteria
Outstanding associate/ part-time faculty (1 undergrad/ 1 graduate)	Undergraduate Council Graduate Council make a recommendation to the Provost and President	Division and Schools can nominate February Meetings	Honors Day Convocation in April	Winner invited to present at the Teaching for Excellence Workshops	Academic excellence in the classroom, responsible citizenship, engagement, and lifelong learning.
Emerson Excellence in Teaching Award	Committee of past Emerson winners meets with the Associate Dean to make a recommendation to the Provost and President	Individual faculty members can nominate October meeting	November Event	Winner presents at the Phi Kappa Phi ceremony in April	Passion for teaching, impact on student learning, and dedication
United Methodist Exemplary Teaching Award	Committee of past winners meets with the Associate Dean to make a recommendation to the Provost and President	Individual faculty members can nominate February meeting	Honors Day Convocation in April	Winner presents at the Honors Day Convocation the following year	Excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community
The William Norman Grandy Teaching Award	The alumni office makes a recommendation to the President	Voting by faculty and graduating seniors March or April	Undergraduate Commencement in May	Winner presents at the opening Convocation in August	
Technos International Week	Committee of past Technos faculty who submit their recommendation to the Provost and the President	Faculty self-nomination letters in February		The President makes the final decision on the faculty and student representatives	
The Humanitarian Award	A campus-wide committee selects a student, faculty, staff, or friend of McKendree University	The campus-wide committee solicits nominations from individuals	Martin Luther King Tribute Ceremony in January		

Outstanding Associate/Part-time Faculty Award

Criteria				%
Commitment to McK Lifelong Learning	1-4 years	5-10 years	Over 10 years	25%
Academic Excellence & Outstanding Teaching	Good Course evaluations	Excellent Course evaluations	Excellent Course evaluations, extra effort (T4E, etc.)	50%
Engagement	Unknown	Some extra effort	Engaged with McK and our students	25%
Other Misc* Responsible Citizenship			Flexibility, online teaching, teaches in multiple locations, teaches in multiple areas, etc. Service	(Tie-Breaker!)

Emerson Excellence in Teaching Award

Criteria				%
Commitment & Dedication to McK and Teaching Lifelong Learning	1-4 years	5-10 years	Over 10 years	25%
Academic Excellence & Passion for Teaching	Good Course evaluations	Excellent Course evaluations	Excellent Course evaluations, extra effort (T4E, etc.)	50%
Impact on Student Learning	Unknown	Some extra effort	Engaged with McK and our students (Committees, student clubs, research, advising, etc.)	25%

United Methodist Exemplary Teaching Award

Criteria				%
Excellence in teaching	Good Course evaluations	Excellent Course evaluations	Excellent Course evaluations, extra effort (T4E, etc.)	25%
Civility and Concern for students and colleagues	Unknown	Some extra effort	Engaged with McK and our students (Committees, student clubs, research, etc.)	25%
Commitment to value-centered education	Unknown	Some	Committed to values	25%
Service to students, the institution, and the community	Little service that is "above and beyond"	Some service to students and the institution	Significant service to students, the institution, and the community	25%

Technos Faculty

Criteria				%
Experience would contribute to personal growth	No mention	Some	Excellent essay on personal growth	25%
Experience would contribute to professional growth	No mention	Some	Excellent essay on professional growth (e.g., classes, research, etc.)	25%
Commitment to McKendree and Technos	Unknown	Some	Committed to McKendree (e.g., has attended Technos Brown Bag, has applied before, seniority)	25%
Would work well with students and represent McKendree well	Unknown	Good	Excellent with students and would be an excellent McK and USA representative	25%

Appendix D: Student Awards

Award	Committee	Nominations/ Selection	Criteria
Lincoln Laureate	Student Affairs Committee makes a recommendation to the Provost and the President	Divisions and Schools can nominate September	Overall excellence in curricular and extracurricular activities.
Technos International Week in Japan	Committee of past Technos faculty and current Technos faculty member makes a recommendation to the Provost and the President	Individual faculty members can nominate February	Have a genuine interest in Japan, its people, culture, and history. A minimum GPA of 3.0 after the Fall 2015 semester. Be willing to meet people from diverse cultural backgrounds and experience aspects of Japanese culture that may be new and different. Have no prior travel experience in Japan. Be a citizen of the United States or a country whose citizens are permitted similar visa waiver conditions for short-term entry to Japan. Have earned no more than 60 credit hours after the fall semester of the academic year in which s/he wishes to go to Japan.
Technos Internship Program	Committee of past Technos faculty and current Technos faculty member makes a recommendation to the Provost and the President	Individual faculty members can nominate February, March, or April	Native English speaker. Interest in education, teaching, or Japanese culture. Good spoken and written communication skills Able to accept and respect other cultures (helpful to have overseas experience). Able to adjust to new environments. Self-motivated and reliable with excellent time-management skills.
Technos International Prize	Committee of past Technos faculty and current Technos faculty member makes a recommendation to the Provost and the President	Individual faculty members can nominate March	Outstanding academic performance. Demonstrated commitment to the cause of international understanding.

Appendix E: Syllabus Template

Mc**K E N D R E E**
U N I V E R S I T Y

The mission of McKendree University is to provide a high quality educational experience to outstanding students.
~Responsible Citizenship ~Engagement ~Academic Excellence ~Lifelong Learning~

Click or tap to enter **Course Code –** Click or tap to enter **Course Title –** Click or tap to enter **Term**

Instructor: **Email:**
Office: **Phone:**
Office Hours:

Course Information
[Course description, credit hours, course prerequisites (i.e. copy language from catalog)]

Course Learning Objectives
[Check with your division chair to determine if there are required learning objectives for the course. If the course is part of the General Education curriculum, then it must include learning objectives and graded assignments that have been approved by the General Education Review Committee.]

Required Course Text(s) and Materials
[Insert required course text(s) and other materials required for successful course completion]

General Class Policies
[i.e. Exams, Assignments, Classroom Behavior, Rubrics, etc.]

Attendance
[Insert attendance policy here or insert catalog attendance policy]

Academic Integrity
Any student detected of academic dishonesty will receive the appropriate sanctions, which can include a failing grade ("F") for the course. In cases of serious violations, additional sanctions (such as academic probation or suspension) are possible.

Accommodations and ADA Policy

In accordance with the Americans with Disabilities Act (ADA), McKendree University provides services, auxiliary aids, and accommodations to meet the unique learning needs of students with disabilities.

Students with officially documented disabilities, medical needs, legal problems, or who are the victims of crimes may qualify for educational accommodations. A student requiring assistance should contact the McKendree Student Success and Advising Center (SSAC). The SSAC provides coordination and implementation of special accommodations for students with documented disabilities. Students requiring accommodations for other issues should contact their instructor, Student Affairs, or Health Services.

For further information regarding university or course policies, please consult with your instructor and/or refer to the catalog.

Assignments

[Insert assignment descriptions. Check with your division chair to determine if there are required shared assignments for the course. If the course is part of the General Education curriculum, then it must include an assignment linked to the student learning outcome. There also may be an associated rubric.]

Grading Information

Assignment Title	Points
	XX Points
TOTAL	XX Points

Grading Scale

93-100%	A	77-80%	C+
90-93%	A-	74-77%	C
87-89%	B+	70-73%	C-
84-87%	B	60-69%	D
80-83%	B-	0-59%	F

Course Schedule

[Detailed Outline of Course Schedule by Module/Week/Course/or Day]

Module (Week)	Date	Activities/Chapter	Assignment	Due Date

If necessary, adjustments to the Grading Information and/or Course Schedule may occur.

Revised January, 2017

Appendix F: School/Division Chair and Program Director Important Information

The following guidelines will improve efficiency and benefit our faculty, staff, and students. Issues related to contracts, payroll, classroom assignments, and books ordered from the book store are all impacted by changes to the course master.

1.) **Initial Course Master Schedules:** When a chair or director submits their course master schedules to the Academic Records Office, please try to make this schedule as accurate and complete as possible. Do NOT simply copy the schedule from last semester and assume you will just "correct" it after the fact with CSI forms. CSI forms should be used sparingly in the case of last minute course additions, deletions, or the necessity to hire new instructors. Our goal should be to have an accurate and complete course master at the time it goes live in WebAdvisor.

2.) **Faculty Assignments:** When you hire faculty, especially part-time faculty, make sure to contact them via phone, email, or in person BEFORE you put them on the course master. Faculty should only be placed on the schedule after you have their consent. The course master is used to generate the contracts, so if the course master is incorrect then the contracts will also be incorrect. In addition, faculty should NOT receive contracts if they have not already agreed to teach a section at that time. Contracts are not meant to be used as the request to teach a class. The contract is the final commitment after one has verbally accepted the offer of teaching. Please complete a Qualified and Competent Faculty Form (found on the M: Drive, Departmental Shares folder, and then the Provost/Associate Dean Share with Employees folder).

3.) **Contracts:** The contracts are usually sent out approximately 3-4 weeks before the start of the class. Contracts are not sent out for any classes that are at risk of being deleted because of low enrollment. Please let faculty in your area know that they will not receive the contracts until close to the start of the class. In addition, certain Education and Music classes, due to their enrollments and/or late assignments, don't have the contracts completed until AFTER the start of the term to make sure they are accurate.

4.) **Payroll:** Just for clarification, payroll is submitted on the 15th of each month. If a class starts in June and ends in July, faculty will receive 2 payments (end of June and end of July). If a class starts in August and ends in December, the payroll will not start until September and go to December (4 pays). For SOME classes in unique situations that pay by the student, pay is withheld until the end of the term (e.g., internship, directed studies, portfolio reviews).

5.) **Changes to the Course Master:** After the course master has been published on WebAdvisor, any changes (except for increases in class size) must be submitted using a CSI form. If you plan to increase the class size, please email Anna Gray and she will ensure there is space in the room and change the cap. Please complete the CSI form as accurately and completely as possible. Make sure the dates, the course number, the course title, and the course section are correct.

6.) **CSI Forms:** ALL CSI forms should be turned in no later than 2 weeks before the start of the class. CSI forms that are turned in just days before the start of the class create confusion for the faculty members and the students, and do not allow time for the Academic Records or Academic Affairs Office to process the information.

7.) **One Month Before a Term:** One month before the start of a new term, chairs and directors should start to assess the enrollment numbers of the classes. Chairs and directors should submit a CSI form to delete sections with low enrollments or "0"

enrollments. If courses need to be conducted with prorated pay, seek approval from the Provost and then contact the faculty member to ensure that he/she is willing to teach for the prorated pay. Please discuss the courses that must run with low enrollments with the Provost as early as possible as this allows us to complete the contracts in a timely manner.

8.) **One week Before a Term:** At least one week before the start of a new term, chairs and directors should go through the entire course master for their areas and ensure that all classes have adequate enrollment, have been cancelled, or have been approved to run with low enrollment. Also please check that there are no unassigned instructors in your area.

We realize that a few last minute changes must take place, but having a clear process will help us ensure that fewer mistakes are made and that faculty and students are not negatively impacted by the process. If you have questions, comments, or suggestions to improve the contract/payroll process, please let us know. Thanks again for your assistance and attention to the course master

Appendix G: Evaluation of Faculty Teaching

(This form is only meant to provide a suggested procedure in evaluating a lecture in preparation for writing the required letter for the faculty member's CRPT file.)

Name _____   **Date** _____   **Evaluator** _____

Subject _____   **Location** _____

CLASS ORGANIZATION	Strongly Agree	Agree	Somewhat Disagree	Disagree
1. Students were arranged so that all could see.	_____	_____	_____	_____
2. Participation				
a. The class was arranged to encourage participation;	_____	_____	_____	_____
b. Student participation was at a fairly high level;	_____	_____	_____	_____

Comments:

INSTRUCTOR PARTICIPATION:				
1. The instructor was well-prepared.	_____	_____	_____	_____
2. The instructor demonstrated the following communication skills well:				
a. Oral expression	_____	_____	_____	_____
b. Voice projection	_____	_____	_____	_____
c. Correct grammar	_____	_____	_____	_____
3. The instructor made frequent eye contact with students.	_____	_____	_____	_____
4. The instructor established an atmosphere of freedom where the students could ask questions, disagree and/or express ideas.	_____	_____	_____	_____

Comments:

5. The instructor made specific attempts to determine whether the students clearly understood the material.	_____	_____	_____	_____

Comments:

6. The instructor was able to clearly answer the questions asked by the students.	_____	_____	_____	_____
7. The instructor demonstrated a sense of humor.	_____	_____	_____	_____
8. The instructor was enthusiastic.	_____	_____	_____	_____

9. Materials and strategies employed by the instructor (circle all that apply)

    a. Chalk Board   b. Overheads   c. Slides   d. Video
    e. Computer   f. Demonstrations   g. Relevant Examples

10. When checking for learning, what kind of feedback did the
    instructor give? (Circle all that apply)
    a. specific b. positive c. constructive d. immediate e. other

11. Dress of the instructor. (Circle one.)
    a. Business Professional   b. Business Casual   c. Casual

12. The instructor used proper Grammar during the lecture   _____ _____ _____ _____

SUBJECT MATTER: Strongly Agree   Somewhat   Disagree
                                                       Agree   Disagree

1. The material was presented in a logical manner;   _____ _____ _____   _____
Comments:

2. The instructor delivered accurate information;   _____ _____ _____   _____
Comments:

3.   The Instruction given was clearly articulated;   _____ _____ _____   _____
Comments:

4. The subject matter is intellectually stimulating? _____ _____ _____   _____
Comments:

Appendix H: Check Sheet for Chairs When Evaluating Faculty for Yearly Review and/or Tenure

(This form is meant only to aid the Chair in completing what the Faculty Manual requires.)

Division/School Chair Evaluations

The division/school chair will evaluate the faculty member not only for teaching effectiveness, but also with respect to fulfillment of responsibilities toward students, the division chair, other members of the division, him/herself (professional development), and toward the institution.

Name of Faculty member being assessed _____

Date Completed _____   **Due Date for Materials** _____

A faculty member fulfilling his or her responsibilities toward students satisfies the following criteria in addition to those associated with evaluation of teaching effectiveness: For each of the following, check your assessment in regard to the faculty member under review.

	Strongly Agree	Agree	Somewhat Disagree	Disagree

A faculty member fulfilling his or her responsibilities toward students satisfies the following criteria in addition to those associated with evaluation of teaching effectiveness:

	Strongly Agree	Agree	Somewhat Disagree	Disagree
1. Consistently conducts a full class session;	_____	_____	_____	_____
2. Is not absent without valid reason;	_____	_____	_____	_____
3. Maintains appropriate standards;	_____	_____	_____	_____
4. Is reasonably available outside of scheduled class time;	_____	_____	_____	_____
5. Serves satisfactorily as faculty adviser;	_____	_____	_____	_____
6. More available before & during scheduled registration times.	_____	_____	_____	_____
7. Uses incident referrals to support retention	_____	_____	_____	_____
8. Appropriate course activities and assessments	_____	_____	_____	_____

Comments:

A faculty member fulfilling his or her responsibilities toward the division chair will:

	Strongly Agree	Agree	Somewhat Disagree	Disagree
1. Meet deadlines.				
a) Information sheet requested by secretary each semester	_____	_____	_____	_____
b) Contract load form	_____	_____	_____	_____
c) Post in-class schedule & office hours	_____	_____	_____	_____
d) Textbook orders	_____	_____	_____	_____
e) Midterm and final grades	_____	_____	_____	_____
f) Athletic reports (if applicable)	_____	_____	_____	_____
2. Submit a syllabus for each class taught	_____	_____	_____	_____
3. Respond positively to constructive criticism;	_____	_____	_____	_____
4. Participate in the development of new courses, majors, and programs;	_____	_____	_____	_____
5. Be reasonable and realistic with respect to materials/supplies.	_____	_____	_____	_____
6. Participate in program and institutional assessment	_____	_____	_____	_____

A faculty member fulfilling his or her responsibilities toward other members of the division will:

1. Be actively involved in advancing the objectives
   of the division.   _____ _____ _____ _____
   Examples:

2. Cooperate in sharing the workload assigned by
   the chairperson.

   Examples: _____ _____ _____ _____

3. Attend scheduled faculty meetings.   _____ _____ _____ _____

   Comments:

4. Rarely miss committee meetings.   _____ _____ _____ _____

A faculty member is considered to be developing professionally if he or she engages in such activities as:

1. Keeping reasonably up-to-date in his or her field;   _____ _____ _____ _____
2. Attending professional meetings when possible;   _____ _____ _____ _____
3. Reading journals in the field;   _____ _____ _____ _____
4. Attending faculty development workshops.   _____ _____ _____ _____

General:

Writing ability:

Communication skills:

Appendix I: Curricular Approval Process
Updated August 2014

	Division	College or School Curriculum Committee	UG or Grad Council	Full Faculty	Executive Director of Online and External Programs	Provost	President	BOT	IBHE	HLC
Add or delete course	A	A	A	A		A	A	N		
Add or delete program	A	A	A	A		A	A	A	N – update program inventory	AIDU
Revise course	A	A	N	N		N	N	N		
Revise program	A	A	N	N		N	N	N		
Add or change location for already approved course or program	P				A	A	A	N	A – if outside home region	N – use Location & Campus Update System
New delivery format for already approved course	P	A	N	N	A	A	A	N		
New delivery format for already approved program	P	A	A	A	A	A	A	N		AIDU

Key
P = Propose
N = Notify
A = Approve
BOT = Board of Trustees (McKendree University)
IBHE = Illinois Board of Higher Education
HLC = Higher Learning Commission
AIDU = Annual Institutional Data Update (HLC)

Appendix J: Approval Process for Faculty-Led Study Abroad Courses

The Student Affairs Committee will recommend, in rank order, faculty-led study abroad course proposals to the Undergraduate Council. The Undergraduate Council will recommend, in rank order, faculty-led study abroad course proposals to the Provost and report to the full faculty the courses that the administration endorses.

Appendix K: McKendree Online Template Process

McKendree University Online Template Process

1. All McKendree University online course templates that are commissioned for development or revision after January 1, 2012 will use this template rubric process.
2. All invitations for template development and revision should be done in consultation with the division/school chair or program director and the McKendree Worldwide office.
3. Template developers will have to complete the Educational Technology department online course prior to issuance of developer contract.
4. First consideration for template development will be given to qualified full-time faculty. When necessary, highly experienced associate faculty will be invited to develop a template.
5. The Provost's office will issue a contract with a time frame for completion.
6. At least two weeks before the final due date on the contract, the course must be submitted to the McKendree Worldwide office by notifying the Educational Technology department of completion. The Educational Technology department will notify McKendree Worldwide that access has been granted and the review process may begin.
7. The course developer will complete a self-evaluation using the template rubric. The completed assessment should be submitted to the McKendree Worldwide office. There should be no "incomplete" items on the self-evaluation rubric.
8. The McKendree Worldwide office will contact the Educational Technology department and enroll the division/school chair or program director and Educational Technology reviewers into the course. These individuals will have approximately one-two weeks to complete the online rubric and return to the McKendree Worldwide office.
    a. Division Chairs and Program Directors approve the syllabi and template for content and consistency of learning objectives across all delivery methods. Program Directors will also evaluate for standardization and navigation for the graduate level courses.
    b. Educational Technology and McKendree Worldwide approve the template for standardization, identification of learning objectives, and navigation at all levels.
9. The pool of evaluators will receive training. The rubric should be completely filled out. Individuals do not need to complete the comments section for every item.
    a. The rubric is to ensure a minimal standard of quality for the online templates in terms of online course development (e.g., course design, navigation, interaction and collaboration, assessment, etc.)

b. Any "incomplete" items must be described in the comments section by the reviewers.
   c. If there are significant differences in the ratings between one or more individual, an online review team of someone from Educational Technology, McKendree Worldwide and the Provost's office will also review the course.
10. The McKendree Worldwide office will collect the rubrics and submit them to the developer at one time. Any "incomplete" items must be fixed and completed by the developer before any pay will be issued. Full approval will initiate the McKendree Worldwide office to notify the Provost's office of completion and approval for payment of template development.
11. Upon approval, the Educational Technology office will be notified by the McKendree Worldwide office to save the course with the approved templates once the course has received a positive evaluation.
12. All program directors should review their course templates at least annually. Templates will be revised every three-years, or sooner if deemed necessary. Significant revision of a template may be considered for a template revision contract. The contract is issued after consultation with the division/school chair, McKendree Worldwide, and Provost. Routine revisions are not considered for compensation.

Revised July 2018

Appendix L: McKendree Online Rubric

Course Design		Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
This section will help you determine the effectiveness of the course design.					
Description of learning objectives.		objectives are clearly defined within each assignment, module, course, and program level must match the catalog.	objectives are clearly defined within each module, course, and program matching the catalog.	Learning objectives are vague or not included in all modules, or do not match the catalog.	
Use of links and other resources.		Learning activities and information are presented in ways that will engage all learning styles.	information is provided to further develop knowledge, but only benefits certain	resources are available to help the student further develop knowledge gained from the course.	
Development of critical thinking/problem-solving skills		Assignments, exercises and tasks routinely require critical thinking and problem-solving skills	provides some activities that require critical thinking and problem-solving skills	Course provides no activities to promote critical thinking and problem-solving skills	

Presentation Design		Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
This section will help you determine the effectiveness of the presentation design.					
Organization of the course		Course is well designed and easy to navigate. All links are	Course is organized, and links are operational.	Course is not fully organized. Links in a number of	
Module design		visually and functionally consistent. Each module includes all necessary material and links.	Some modules are visually and functionally consistent. Most materials are present.	Modules have no visual or functional consistency. Very few necessary materials are provided.	
Visual presentation		Course includes rich multi-media course and module introductions. Appropriate images and graphics are used throughout the course.	The course includes audio, video, and/or graphic content in most modules.	The course is primarily text only.	

Interaction/Collaborative Des		Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
This section will help you determine the effectiveness of the interaction/collaborative design.					
Communcation - instructor/student		Course presents multiple means of communication to all participants;	Course allows for adequate communication among participants.	Course allows for limited communication among participants and instructor.	
Communication methods		Course includes effective and diverse set of communication methods. Email, chat, Zoom, etc.	Course allows adequate set of methods to communicate such as discussion board, email,	Course includes limited methods to communicate, such as email only.	
Social rapport-building activities		Instructor uses many activites to encourage interaction among the students including blogs, wikis, group activity, journals, discussion forums, social network, and synchronous activities.	Instructor includes activities throughout the course to encourage interaction among students such as introduction posts, group projects, etc.	Instructor does not include activites that promote interaction with and among participants.	

Assessment		Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
This section will help you determine the effectiveness of the assessment design.					
Assessing student learning		A variety of assessments are available that match the content and objectives of the course.	Assessments are available. They appear to match the objectives and content of the course.	are minimally aligned with objectives. They do not appear to match the content or level of the course.	
Facilities for prompt feedback on all assignments		commits to prompt feedback in the syllabus or orientation area. Rubrics are used where appropriate.	The course makes some provisions for feedback. Rubric use is limited.	Feedback is not addressed and no rubrics are provided.	

Overall Evaluation		Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
This section will help you determine the effectiveness of the assessment design.					
Overall Evaluation					
Any areas marked as needs improvement will need to be addressed prior to finalization and payment of contract for template development.					

Appendix M: Online Faculty Checklist

The following are required of each online course you teach:
Four weeks prior to class:

☐ Submit the eform "Blackboard Course Template Request" for access to your online course template.
https://eforms.mckendree.edu/eforms/eform.aspx?form_id=51
Questions should be directed to Educational Technology.

☐ Textbook details are provided and are selected by the University. If a text has been assigned, the text must be used.

☐ Verify text information given to you is updated within your course template. (Template information may require correction.)

☐ Contact the publisher of your required text and request a desk copy with accompanying instructor resources.

☐ Check that chapters and pages indicated in template match current text.

☐ Verify the dates listed in your syllabus are accurate.

☐ Verify that all links within the course are working properly.

☐ Ensure that your course makes appropriate use of Discussion Boards.

☐ Post your syllabus to http://assessment.mckendree.edu/

☐ Use your McKendree University email or make sure you have it forwarded to an account you check regularly as this is a required means of communication for all faculty, students, and staff.

☐ At least one week prior to the course beginning, if an online supplement will be required in addition to the text, the instructor should email the students and post an announcement in Blackboard. When posting the announcement in Blackboard the instructor should make sure the course has been made available to students.

One week prior to class:

☐ Make the course available for student view within Blackboard.
- To set your course to available:
  - Open the course.
  - Click Customization on the Control Panel.
  - You may need to expand the control panel by clicking the double down arrows on the left side of the control panel button.
  - Click Properties.
  - Scroll to Item 3, Set Availability.
  - Click the Yes radio button.
  - Click Submit.

One week into the course:

- ☐ <mark>Notify the McKendree Online Office of any students that have not attended/participated in the course, or of those students that are not on the roster that are attending.</mark>
- ☐ <mark>Make sure you are monitoring the discussion board topic "Questions for Instructor".</mark>

Throughout the course:

- ☐ Please grade assignments in a timely manner and return graded work **within a week** of receipt.
- ☐ Respond to student emails and phone calls **within a 48 hour** period or sooner.
- ☐ Refer students in need of tutoring to the Academic Support Center on the McKemdree website by selecting Academics and then the Academic Support Center. Online tutoring is available. A referral form should be submitted via WebAdvisor.
- ☐ Refer students in need of writing assistance to the Writing Center on the McKendree website by selecting Academics and then the Writing Center. Online assistance is available. A referral form should be submitted via WebAdvisor.
- ☐ Refer to the Academic Records calendar to determine due dates. http://www.mckendree.edu/offices/academic-records/academic-calendar.php
- ☐ Refer students to the External Programs Office to drop/withdraw from a class.

Six weeks into the course:

- ☐ Begin to encourage students to complete the course/instructor evaluations found at http://assessment.mckendree.edu/. Student evaluations must be completed before the last day of class. Reassure the students that you do not have access to any of the results until 14 days after a course is completed. You never will see the identity of the individual making the comments.

One week after course completion:

- ☐ Post final grades using WebAdvisor (no later than the date determined by Academic Records)

Two weeks after course completion:

- ☐ Complete your course self-evaluation at http://assessment.mckendree.edu
- ☐ Review the student course evaluations at http://assessment.mckendree.edu/

McKendree Online – 618-537-6576 or online@mckendree.edu

Appendix N: Disposition of Materials

Student Materials:

<u>Class Information:</u>

A student can challenge academic decisions up to 21 calendar days after the first class day of the next semester. The faculty manual states:

"Retention of Graded Materials. Faculty are required to retain all graded materials not returned for at least 21 days after the first day of the following full semester."

After the 21 days, faculty should shred the assignments or remove the student names and recycle the class information.

<u>Advising:</u>

Faculty should keep their advisor folder as long as the student is active and still remains on their advisee list. After a student graduates or leaves McKendree University, the advisor folders can be returned to the academic records office.

Hiring:

If you are involved in any search committees or hiring, all of these materials should be protected and kept confidential. At the end of a search, all materials should be properly disposed of by shredding or you can take to human resources and they will shred and dispose them.   If copies of resumes and other documents are made, members of the committee should return the information to the chair for proper disposal. If you a hire a full-time faculty member please forward vita, transcripts, and reference letters to the Provost. If you hire a part-time faculty member, please forward vita, transcripts, and reference letters to the Associate Dean. If you hire a staff person, please forward information to Human Resources.

Faculty and Staff Materials:

The Provost keeps the files for all full-time faculty. The Associate Dean keeps the files for all part-time faculty. Part-time faculty who no longer work at McKendree University have their contracts, resumes, recommendation letters, and transcripts kept on file for 10 years. If you have any issues with a staff member, please send that information to human resources. If you have any issues with a part-time faculty member, please send that information to the Associate Dean so it can remain in the official files.

Committee meetings/minutes

Official committee meeting agendas and minutes should be kept for 10 years. Ideally these documents should be kept on Blackboard, a commons folder for that committee, or for confidential information with the Provost. Committee members who have access to confidential documents should shred any copies as soon as their committee work is completed.

If you have any questions on how long to keep information and the proper way to dispose of information, please contact Human Resources or the Academic Records Office.

Appendix O: Summary of Full-Time Faculty Reports

Report/Activity	Time Line	Due Dates	Information/Location/Contact Person
Academic Program Review	Every 7 years	Self-Study May 31	Shared Folder (Provost/Associate Dean) Associate Dean for Curriculum
Major Biennial Assessment Report	Every 2 years (Odd years)	May 30	SLATE Folder Associate Dean for Institutional Effectiveness
Major Biennial Assessment Action Plan	Every 2 years (Even years)	May 30	SLATE Folder Associate Dean for Institutional Effectiveness
Faculty Activity Report	Every year	August 31	https://activityreport.mckendree.edu Provost
Assessment Teaching Inventory	Every course	End of course	https://assessment.mckendree.edu Associate Dean for Institutional Effectiveness
Other Assessment Activities	Select courses	End of course	SLATE Rubrics Chair of SLATE
Contract, Renewal, Promotion, and Tenure (CRPT)	Different depending on review year (email from Provost with details)	Varies	Faculty Manual Provost (Most information turned into the Assistant to the Provost)

Appendix P: Faculty Mentor Suggested Activities

Activity	Details	Time Frame
Introduce yourself	Send an email to the new faculty member to introduce yourself.	Before the start of the semester
Assist with logistics	Contact the faculty member to see if you can be of any help with visiting the area (e.g., hotels), assist with housing if s/he wishes.	Before the start of the semester
Verify and obtain textbooks	In most cases, the book should already be selected. Work with the chair to get books for the faculty member.	Before the start of the semester
Share syllabi	Share sample syllabi and see if s/he has any questions.	Before the start of the semester
Explain emergency procedures	Help him/her sign up for emergency texts and discuss emergency procedures (e.g., weather, safety).	Before the start of the semester
Share academic resources	Explain resources such as the library, Writing Center, Student Success and Advising Center, etc.	Early in the semester
Check course roster on WebAdvisor	Remind him/her to make sure all students are accounted for.	After first week of class
Explain the Incident/Referral Reporting form	Show the form in WebAdvisor to him/her. (It is used for students who are missing class, need writing or tutorial help, counseling, etc.)	Throughout the semester, the earlier the better for the student
Explain the athlete progress reports	Complete spreadsheet for student-athletes. (received in email)	Throughout the semester
Explain midterm grades	Provide midterms grades for *all* students via WebAdvisor. Allowable midterm grades: P, D, and F	Midterm
Encourage campus engagement	*Consider asking him/her to lunch, the Hett, an athletic event, a fine art activity, or a Brown Bag.	Ongoing
Remind him/her about final grades	Provide final grades via WebAdvisor.	Finals
Explain the importance of course evaluations	Encourage students to go to Blackboard *or* assessment.mckendree.edu to complete evaluations.	Before the last day of class
View course evaluations	Go to Blackboard *or* assessment.mckendree.edu.	14 days after the class has ended
Encourage recruiting activities	The leadership scholarship weekends are typically in December and March. Encourage him/her to volunteer to meet with prospective students.	December and March
Explain FEC/CRPT activities	Assist with any questions about FEC/CRPT (timelines, what is submitted, teaching, research, and service). Explain the similarities and differences between FEC and CRPT.	Ongoing
Encourage attendance at T4E and other events	We have T4E workshops each August, January, and May. We have other workshops on Blackboard, etc., during the year.	August, January, May and others during the year

*It is important for new faculty members to understand the importance of being a supportive and active member of the McKendree community.

Appendix Q: Evaluation of Associate Faculty

McKendree University
Evaluation of Associate Faculty
Academic Year: _____

Associate faculty are formally evaluated in their first year of employment at McKendree University and then every three years thereafter. The evaluation has two parts: 1) a classroom observation in one course, including a review of the syllabus, and 2) a review of all student course evaluations from the most recent previous semester, or year if available.

The classroom observation is conducted by a full-time faculty member within the associate faculty member's division. The division chair or graduate program director assigns the faculty member to conduct the observation. The observation may be done in a face-to-face or online course. If face-to-face, the observation may be conducted in person or via Skype or other electronic visual medium. If online, the reviewer is given access to the online course for one week.

The review of student course evaluations is conducted by the division chair or graduate program director.

PART ONE – Classroom Observation

Name of Faculty Member
Evaluated: _____

Name of Faculty Member Conducting the
Evaluation: _____

Date of Evaluation: _____ Course Observed: _____

Course Format: _____ Face-to-Face _____ Online _____ Blended

Please rate each criterion by placing an X in the appropriate cell using this scale:
   1 = needs improvement
   2 = satisfactory
   3 = excellent
You may also enter comments to clarify or justify each rating. You may use as much space as needed.

Criterion	1	2	3	NA	Comments
Organization and Planning					

Quality of Course Materials (PowerPoint, videos, handouts, etc.)					
Use of Active Learning Strategies					
Communication with Students					
Assessment and Feedback					
Syllabus (course requirements, assignments, due dates, grading scale, etc.)					
Other					

Please submit this completed form electronically to the division chair or graduate program director who will complete Part Two below.

PART TWO – Summary of Course Evaluations From Previous Semester

Faculty members upload their syllabi to http://assessment.mckendree.edu and may review their student course evaluations on this same site. Division chairs access syllabi and course evaluations via Reports2.

Name of Division Chair or Graduate Program Director:

Semester Reviewed:

Specific Courses Reviewed (list numbers, not titles):

Overall Strengths:

Areas for Improvement:

Other:

Division Chair or Graduate Program Director: Please share this completed form electronically or on paper with the associate faculty member. Also send a copy of this form electronically to the Office of Academic Affairs.

Appendix R: Field Trip Form

RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK AND INDEMNITY AGREEMENT

I, _____ ("Participant"), hereby acknowledge that I have voluntarily elected to participate in the following activity/trip_____
("Activity"), to be held in and around _____(insert location) from _____(insert date(s)). In consideration for being permitted by McKendree University to participate in the Activity, I hereby acknowledge and agree to the following:

ELECTIVE PARTICIPATION: I acknowledge that my participation is elective and voluntary.

RULES AND REQUIREMENTS: I agree to conduct myself in accordance with MCKENDREE UNIVERSITY policies and procedures and to abide by all the rules and requirements of the Activity. I acknowledge that MCKENDREE UNIVERSITY has the right to terminate my participation in the Activity if it is determined that my conduct is detrimental to the best interests of the group or university.

RELEASE AND WAIVER OF LIABILITY: I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents, and assigns, **HEREBY RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE** MCKENDREE UNIVERSITY, its governing board, directors, officers, employees, agents, volunteers and any students (hereinafter referred to as "Releasees") for any and all liability. I further agree that the Releasees are not in any way responsible for any injury or damage that I sustain as a result of my own negligent acts.

PERSONAL MEDICAL CONSIDERATIONS: I acknowledge that I am responsible for the cost of any and all medical and health services I may require as a result of participating in the Activity. I further acknowledge and understand that Releasees may not have medical personnel available at the location of the Activity. In the event of any medical emergency, I (initial one) do____do not____ authorize and consent to any x-ray examination, anesthetic, medical, dental or surgical diagnosis or treatment, and hospital care that MCKENDREE UNIVERSITY's personnel deem necessary for my safety and protection.

I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND AND AGREE TO ITS TERMS. BY MY SIGNATURE I REPRESENT THAT I AM OF A LEGAL AGE CAPABLE OF CONSENT OR, IF NOT, THAT I HAVE SECURED BELOW THE SIGNATURE OF MY PARENT OR GUARDIAN AS WELL AS MY OWN.

Date: _____   _____
                                                                      (Signature of Participant)

          _____
          (Printed Name of Participant)

Signature of Parent/Guardian for Participants Who Are Minors:

I CERTIFY THAT I HAVE CUSTODY OF PARTICIPANT OR AM THE LEGAL GUARDIAN OF PARTICIPANT BY COURT ORDER. I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND AND AGREE TO ITS TERMS.

 Date: _____   _____
                                                                      (Signature of Parent or Guardian)

_____
(Printed Name of Parent or Guardian)

Received by:

Date: _____   _____
                                                                      (Signature)

_____
(Printed Name of McKendree University Official)

EMERGENCY CONTACT INFORMATION:

Name of Emergency Contact: _____

Emergency Contact Phone Number: _____

Emergency Contact Alternate Phone Number: _____

Physician Contact Name: _____

Physician Phone Number: _____

Insurance Company Name: _____

Policy #: _____

Appendix S: Academic Program Review Process and Schedule

Date/Time Frame	Activity	Responsibility	Access
September	S/D Chair appoints SSC Chair.	S/D Chair	
October	S/D Chair and SSC Chair select SSC members.	S/D and SSC Chairs	
Spring semester	SSC writes Self-Study and all full-time members of the program review it.	SSC Chair	
May 31	Self-Study due to the Associate Dean for Curriculum	SSC Chair	Associate Dean for Curriculum posts Self-Study to the M:/Departmental Shares/Provost-Associate Deans Share with Employees/ Academic Program Review folder.
May 31	S/D Chair submits ERC member list to Associate Dean for Curriculum.	S/D Chair	
Summer	Associate Dean for Curriculum invites ERC members and appoints Chair of ERC.	Associate Dean for Curriculum	
September	ERC chair schedules ERC campus visit (for Sept/Oct) and sends copy of Self-Study and other materials to faculty member external to McKendree.	ERC Chair	
December 1	ERC Report due to the Associate Dean for Curriculum	ERC Chair	ERC Chair sends report to Associate Dean for Curriculum and copies all FT faculty in the program and the S/D Chair.
Spring	SSC meets with program faculty to review ERC Report.	SSC Chair	
Spring	All full-time members of the program prepare the Action Plan.	SSC Chair	
April 1	Action Plan due to the Associate Dean for Curriculum	SSC Chair	SSC Chair sends Action Plan to the Associate

			Dean for Curriculum and copies all FT faculty in the program and the S/D Chair.
May 15	SSC Chair, S/D Chair, and Provost meet to review the Action Plan.	Provost	

S/D Chair: School/Division Chair
SSC: Self-Study Committee
ERC: External Review Committee

Appendix T: Recommendations for McKendree University Internship Program

1. All faculty internship advisors will turn in an Internship Contact Record to Career Services by the last day of semester classes so that the student's internship file is complete. This form is sent electronically to faculty internship advisors at the beginning of each student's internship by the Assistant Director of Career Services, and an electronic reminder is sent at midterm by the Assistant Director of Career Services with another copy of the form. This Internship Contact Record involves contacting the site either by a site visit or a telephone call while the student is an intern at the site. Career Services sends a midterm and final evaluation to the employer, but it's important that there is personal contact with the employer, **preferably in person**, so that faculty can ensure everything is going well and the Learning Plan is being adhered to by the site and student. A site visit also gives the employer and faculty advisor an opportunity to speak in greater detail about the student's progress than can be done through a paper format. This Internship Contact Form has been requested of faculty for over 20 years for the student internship files, but with additional internship guidelines given by the United States government, it's more important than ever that we have a complete internship file for each student.

2. If students do not complete the internship working hours (45 working hours per credit hour) within the University's required timeline and there are no extenuating circumstances such as illness, death in the family, or other serious circumstance, all students will receive the same grade based on the percentage of working hours they are missing.
   a. Missing 10% or less of working hours: B
   b. Missing 11% to 15% of working hours: C
   c. Missing 16% to 20% of working hours: D
   d. Missing 21% or more of working hours: F

   If the student also failed to turn in assignments or didn't fulfill another requirement, their grade would be lowered even more than the above grades by the faculty advisor. The above grading will not be announced to students, since the expectation is that they will complete their hours, and we don't want them to assume they can do less to receive a lower grade.

3. Incompletes are not given for internships because of missing hours, except in the case of extenuating circumstances such as a major illness, death in the family, or other serious circumstance. The rationale for this is that students complete start/end dates on their Internship Learning Plan; the employer might not be able to accommodate the student after this date and it also reflects poorly on McKendree University when our students aren't getting their hours completed in accordance with the Internship Learning Plan.

4. The work supervisor and academic advisor cannot be the same person. For example, if Jane Doe is working for Dr. John Smith at McKendree, Dr. John Smith cannot also serve as her advisor. The rationale for this is because we need the internship advisor to ensure that the work being performed meets the program guidelines, which is difficult to do when the person checking for program guidelines is the person who is giving the work assignments and verifying the work hours. We need to ensure there is a "checks and balances" system to maintain a structured program.

Appendix U: Internship Syllabus Template

Course # - Internship in _____

Instructor:

Contact Information:

Office Hours:

Course Description: *See catalog description for each major*

Course Objective:

At the completion of this course, the student will demonstrate skills in the following:

- Demonstrate knowledge and comprehension of theory through practical application within a professional setting.
- Analyze, synthesize, and evaluate current best practices within a professional setting.
- Analyze, synthesize, and evaluate their experience within a professional setting.
- Uphold the highest level of professionalism (i.e. attendance, behavior, dress, etc.) within a professional setting.
- Customize to major
- Customize to major

Required Text/ Readings:

Evaluation Type	Number	Points Each
Total		
Hours Completion		
Customize to Major		
Customize to Major		
Customize to Major		
Customize to Major		

Grading Scale   Grade   _____%

Description of Evaluation Type

Hours Completion: Students must complete 45 working hours per 1 credit hour. Hours must be signed off weekly by supervisor.

Customized Major Requirement:

Customized Major Requirement:

Make Up Work:

Course Policy: Students are reminded that cheating and plagiarism will result in an F for the course (see academic dishonesty policy information in the McKendree University Student Handbook).

ADA Policy: The Division of _____ conforms to the disability policies of McKendree University. A student requiring assistance with the technical portions of the course should contact the instructor, the Student Success Center at 618-537-6850, the Writing Resource Center at 618-537-6858, Student Affairs at 618-537-6555, Counseling Services at 618-537-6502 / 618-6416, or the Nurse at 618-537-6503.

Description of Administrator/ Instructor Reviews

Midterm Evaluation with Employer: Evaluations must be completed on-line by employer. Results are reviewed by instructor and student.

On-Site Evaluation with Instructor: Evaluation is to be completed by instructor during an on-site visit. Results are reviewed by student.

Final Evaluation with Employer: Evaluations must be completed on-line by employer. Results are reviewed by instructor and student.

Cell Phone Policy and Etiquette Policy:

Cell phones:

Cell phones are to be placed on vibrate or silent during internship hours, and should not disturb internship responsibilities. This includes refraining from texting, browsing the internet, and/or talking on the phone during internship time. If an internship supervisor or instructor feels that a student is not using appropriate discretion with a phone, the internship supervisor or instructor has the right to ask the student to leave the internship site for the day. The student may be recorded absent for that day.

Attendance and Professional Courtesy:

Students are expected to be on-site and prepared to participate at the scheduled start time of the arranged internship schedule. The Internship schedule is set-up according to the internship supervisor's schedule. Students should communicate with the internship supervisor and instructor prior to any planned late arrivals.

Students arriving later than 5 minutes after the start time:

1. Should quietly join the internship activities and speak to the internship supervisor and instructor about the unplanned late arrival following internship activities.

2. May be asked to leave if multiple unplanned late arrivals have occurred.

In accordance with Division, as well as program missions, all students are expected to conduct oneself in a reasonable, responsible and professional manner during all academic activities. Remember that part of your academic preparation involves learning to think and behave like a professional. Your individual behavior and performance reflects on you, as well as, the entire McKendree University community.

Internship Course Outline

Dates/Weeks   **Assignment**

Week 1

Week 2

Alternate Plan: Course outline subject to change.

Appendix V: LGBTQ+ Community Terminology

All terms and definitions taken directly from or modified from the *Southwestern Illinois College Safe Zone Allies for Sexual and Gender Diversity Member Handbook*

- Sex: biological traits (which includes external and internal reproductive anatomy/genitals, chromosomes, hormones)
  - Categories include male, female, and intersex
- Gender/gender identity: one's actual internal sense of being man, woman, neither, both, etc.
  - Cisgender: individuals who have a gender identity that is aligned with their birth sex, and therefore have a self-perception and gender expression that matches behaviors and roles considered appropriate with their birth sex
  - Transgender/trans: an all-encompassing term for people whose gender identity differs from the sex and gender they were assigned at birth, and for those whose gender differs from what is culturally expected of them
    - Trans man (FTM): someone who was assigned female at birth and identifies as a man
    - Trans woman (MTF): someone who was assigned male at birth and identifies as a woman
    - Genderqueer/nonbinary: general terms used for those whose gender does not coincide with the binary of man or woman; can be used as an umbrella term and/or a personal identity
    - Preferred pronouns: trans individuals generally have a gender pronoun they wish to be referred to that reflects their gender

identity rather than their assigned-birth sex (examples include:

she/her/hers, he/him/his, they/them/theirs)

- Sexual orientation: a person's enduring emotional, physical, romantic, sexual,

  and/or spiritual attraction to others based on gender

  - Heterosexual: a sexual orientation that denotes attraction towards

    persons of the opposite gender

  - Homosexual (gay/lesbian): a sexual orientation that denotes attraction

    towards persons of the same gender

  - Bisexual: a sexual orientation that denotes attraction towards two

    genders (usually those of the binary genders: women and men)

  - Pansexual: a sexual orientation that denotes attraction towards any/all

    genders ("pan" meaning "all"); note: Pansexual people are not attracted

    to everyone they meet, they simply express no gender preference

  - Asexual: a sexual orientation that denotes no sexual attraction towards

    others, regardless of gender; asexual individuals may still experience

    romantic attraction towards others and still pursue relationships, and

    some may also still engage in sexual actions despite the lack of attraction

    for a variety of reason (for example: desire to please their partners in

    consensual settings or to have children)

- Queer: general term for identities, presentations, sexual orientations, and
  genders that reject conventions and expectations; although this word has been
  used as a hateful slur, many individuals in the LGBTQ+ community have
  reclaimed it as an umbrella term and/or personal identity

Appendix W: Diversity Advocate Responsibilities

McKendree University
Search Committee
Diversity Advocate Responsibilities

Diversity Perspective: McKendree University is committed to nurturing a diverse and inclusive environment. We bring together faculty, staff, students and community members from a variety of backgrounds and perspectives to **engage** in a mutual exchange of ideas and experiences, **encourage** respect and understanding of human and cultural differences, and **embrace** many viewpoints.

All members of a search committee are considered advocates for the university's commitment to create a diverse and inclusive community. The Diversity Advocate, a full, voting member of the search committee, advances this commitment by promoting the most effective and inclusive search possible and monitoring the process during all phases.

Responsibilities:
1. Be a vocal and responsible advocate for diversity and inclusion.
    a. Actively monitor each stage of the search process to ensure an equitable and open search.
    b. Facilitate thoughtful exchanges about how diversity can benefit the department and the university to provide a high-quality educational experience for our outstanding students.
2. Complete the university-approved training for the diversity advocate.
3. Share lessons learned from the university-approved training with search committee members.
4. Bring process gaps to the attention of the search committee and/or the chairperson for immediate action. Process gaps may include the following:
    a. Bias, prejudice or stereotyping in verbal or written communications, such as meetings, written correspondence, and interview questions;
    b. Inadequate representation of underutilized groups in applicant pool or short list of candidates;
    c. Bias, prejudice or stereotyping of candidates during evaluation period;
    d. Failure to follow good faith efforts to attract diverse candidates.
5. The Diversity Advocate should monitor the interviewing process:
    a. Assist in developing interview questions for both phone and campus interviews that relate to the position description and selection criteria.
    b. Encourage the use of evaluation instruments throughout the selection process to promote job-related feedback, consistency and fairness.
    c. Ensure the search committee understands and treats the campus visit as one, continuous interview, including individual interview sessions, teaching demonstrations, meals, informal conversations, etc. Thus, topics regarding religion, sexual orientation, personal life, etc. should not be addressed during the informal portions.

Added to the Faculty Guide: October, 2018